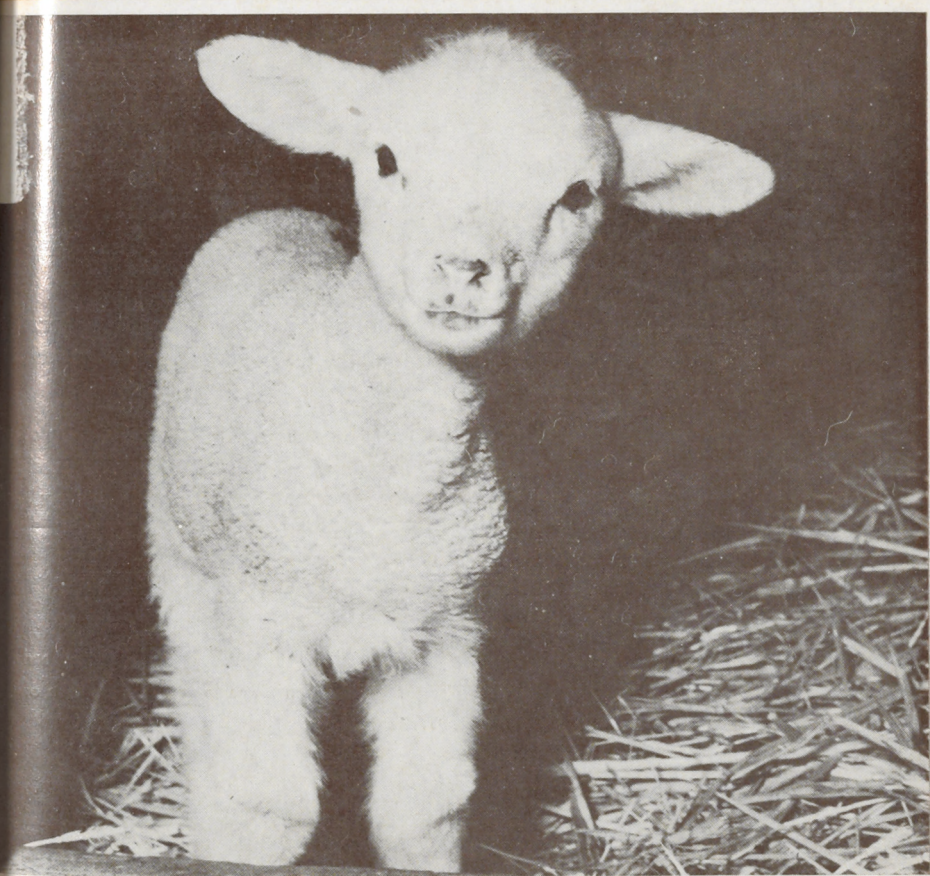


MAY, 1955

the **ATA**
magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION





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Barnett House, 9929 - 103 St.,

Edmonton, Alberta

the ATA magazine

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MAY, 1955

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COVER STORY

Well, what do you know! It looks as if spring is here at last. The little fellow on our cover is ready for all the fun the soft spring days promise. (Alberta Government Photograph.)

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MAGISTRI NEQUE SERVI

Writing on the Wall

According to press reports, some 45 to 50 persons have applied for permission to enrol in the six-weeks' course for student-teachers. This number is nearly 100 fewer than the number who applied last year. We hope that the decline in interest forecasts an early and unlamented demise of the iniquitous student-teacher expedient.

Candid Comment

Teachers who have felt the torrent of criticism assailing our schools and the teachers who staff them will enjoy the editorial which appeared in the *Saturday Night* recently. With a candour matching insight the periodical says, "Talk about methods of instruction is futile if no thought is given to the selection and training of those who are hired to instruct."

Dr. M. E. LaZerte, the foremost authority in teacher education in Canada, says that the only real and lasting solution to the teacher-shortage problem is to tell the public that persons with sub-standard training are just substitutes, that they are not in any sense to be considered as qualified teachers. He thinks also that it is the responsibility of the minister of education to tell parents that their children can have only sub-standard education until such time as qualified teachers are available. As we have said before, the candour is refreshing.

There Is Need

After more than 40 years of the plague of teacher-shortage and the depressing spectacle of a parade of short-term palliatives, it is little wonder that teachers have all but abandoned hope of a courageous and objective approach to the problem, by politicians.

There is more and more talk among career teachers of setting their own standards and so permitting the public to know certainly whether the person instructing their children is a qualified teacher whose professional education and/or experience stands approved by the court of

his colleagues. It may be that this is the only way teachers can bury for once and for all the shabby contempt with which their efforts to have certification standards raised, have been met.

The Bigger Blot

The six-weeks' course may be headed for the limbo it so richly deserves, but its ignominious twin, permanent certification following one year of training, remains.

It is clearly a lure to the itinerant—to the person who would lightly enter and as irresponsibly leave teaching as a career. As long as this situation exists we will have numbers of people using teaching as a steppingstone to other more restricted professions. The public and the one-year people themselves can scarcely hold much regard for a profession the keys of admission for which are to be had so easily.

The Alberta Teachers' Association scholarships and Professional Assistance Program will encourage teachers and students in education to complete a program of professional education. It would be encouraging to those who are devoted to teaching to see tangible evidence of a corresponding regard for education in the actions of those who control certification.

Notice Regarding Refund Pension Contributions

According to a regulation of the Board of Administrators, effective since July 1, 1954, **refunds of contributions will not be paid until four months after August 31, or the date of the last contribution, whichever is the earlier.** This regulation is necessary for the following reasons.

1. All contributions must be received and posted before refund payment can be made.
2. This regulation protects the teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all benefits in the Fund.
3. This regulation helps to avoid unnecessary costs in office administration.

**Eric C. Ansley,
Secretary-Treasurer,
Board of Administrators.**

Why Study Philosophy?

It probes cherished beliefs

JOHN MACDONALD

THE best way of answering this question will be to show what philosophy is, what it does for you or to you. Let me put it in a figurative way.

Imagine a great mountain which certain individuals are slowly climbing, on different sides of it. As they ascend, they get different views of the surrounding country. These are partial, restricted views but they get better as the climbers proceed. The climbers are the scientists. There are other individuals who listen to the reports the climbers make from time to time about the surrounding territory, and from these reports they try to make a picture of what the territory would look like if seen from the top of the mountain. They are the philosophers. They are always changing the picture as reports come in and sometimes they even find they have to rub it out and start all over again. Add one more point to make the parallel exact. No one will ever get to the top and settle the matter that way.

This figure conveys the essential point that the special sciences are concerned with special bits or aspects of the world and that philosophy is interested in putting the bits together again to give a total picture that makes sense. It also, I am afraid, suggests a doubt—a doubt as to the need for the philosopher anyway. Is there any point in his working away at a picture he must always be changing, knowing he will never learn whether he has it right or not? To drop figurative language: your own observation and experience—in a word, your common sense—tells you a good deal about the world and, if you want

to go deeper, you have the sciences to help you. In point of fact, many of our scientists (the more unphilosophical of them) believe in their heart of hearts that since science has come on the scene, common sense and science between them have done away with the philosopher's occupation. What they think has happened could be expressed by a rather rough re-casting of an old limerick.

*There once was a proud metaphysicist,
Who smiled as he rode on a physicist;
They came back from the ride,
Metaphysician inside,
And the smile on the face of the physicist.*

In this they are wrong, as I think you will see by the time I have finished. The philosopher has really two jobs to do. The first, to be sure, is to answer questions, but the second is to question answers. And common sense and science are the two main sources of answers whose credentials philosophy has subjected to careful examination.

Common sense means—

Take common sense. Philosophy shows us that it can mean different things. In fact, it can mean any one of four very different things.

First, it may mean that practical sagacity, mother-wit, 'savvy', or whatever you may call it, that enables you to deal competently with ordinary, everyday matters. It is what we have in mind when we say that Mr. So-and-so has a lot of learning but is lacking in common sense. This purely practical faculty

does not claim to give knowledge about the world and consequently the philosopher is not interested in it—except to wish his fellow-men as large a measure of it as they may need.

Second, common sense means what the senses—the eye, the ear, and the rest of them—have to tell us about the world. It means sense experience. From this source we do appear to get knowledge of the world around us, and very direct, trustworthy knowledge at that. Seeing is believing, we say. Let us look at the picture that common sense, thus understood, presents.

It presents a world of colours, sounds, tastes, smells; a world of distinct objects related to one another by space and time relationships—above, below, far, near, before, after, past, future; also by cause-and-effect relationships—some objects depend on or are produced by other objects. And yet philosophy has shown that this picture, in every particular of it, is open to serious question. It has shown something even more curious, namely, that this act or process we call knowing presents on its own account a very intricate and interesting problem. It has even given philosophy one of its main fields of inquiry—epistemology, as it is called. Neither common sense nor science suspected the existence of such a problem. For both of them, knowing was just knowing and that was all there was to it.

The third meaning of common sense has reference to the world of values. Anyone brought up in a decent community acquires an appreciation of moral values, of right and wrong, good and bad, and the soundness of that seems a matter of plain common sense. So, too, with aesthetic values or ideas of what is beautiful or ugly. Opinions may diverge somewhat but they never get very far apart.

Reflect, however, that there was a time when it seemed plain common sense to burn a witch, or, for that matter of it, anyone who held wrong religious beliefs. Aesthetic values, too, seem to

Dr. John Macdonald is retired dean of the Faculty of Arts and Science of the University of Alberta. This article was the subject of an address delivered on CBC's *University Talks Series*, and is published with permission of the Canadian Broadcasting Corporation.

change from place to place and from time to time. A great change may occur in a comparatively short time. You look at a travel folder advertising the scenery of the Rocky Mountains and from your own memories you are satisfied that the advertisement is completely truthful when it calls the scenery beautiful. Some two hundred years ago, the word beautiful would have been quite out of place in that connection. Parkland with fine old trees, well tended grass and hedges, neatly cut paths bordered with flowers, would merit that epithet but not a thing like the Rockies. Do you remember the words that Robinson Crusoe was given to using about his island? Horrid, horrible, dismal, wild, were the words, never once 'beautiful'. And yet his description of the island leaves us in no doubt that it was exceedingly beautiful—by our standards.

The truth is that we meet such a diversity of moral and aesthetic values as we move from one place or time to another that our unaided common sense would be hopelessly bewildered. The important question is: behind all this diversity, can we detect some things that seem to be permanently and universally valued, without respect to time or place? Neither common sense nor science can help with that question. Philosophy can help a great deal.

It appears, then, that the first thing the philosopher must ask you to do is to take leave of your common sense—that is, in the two meanings of it we have just considered. But I spoke of four meanings. What about the fourth?

When your friend tells you, with all the exciting particulars, about the fine five-pound jackfish he caught on a certain day at a certain spot and you presently hear that he has just told the same story to somebody else, the only difference being that this time it is a ten-pound trout, you conclude, well, that is a fish story. He cannot have it both ways. That is plain common sense. Here common sense means logical reasoning of a very simple kind. If you know that Tom is taller than Dick and Dick taller than Bill, you conclude that Tom is taller than Bill. Far from having any quarrel with common sense in this meaning of it, philosophy is this kind of thinking, carried, however, much farther than common sense ever thinks of carrying it.

What science offers

Let us now turn to the statement that, where common sense fails in giving knowledge of the external world, you have science to fall back on. But let us look more closely at what science has to offer.

From the innumerable phenomena or happenings which make up the real world, each science selects a special group or class and ignores the rest. That I have already pointed out. But this selecting or choosing is carried farther. It selects only those particular phenomena that lend themselves to treatment by its special method, the experimental method. The scientist will have nothing to do with anything to which he cannot apply the experimental method. This is more obviously true of the natural sciences but it is true in principle of all sciences properly so-called. The method provides a decisive test of knowledge. The test may take the form of a laboratory experiment or, as in the science of astronomy, predicting with exactness what will happen at a given point at a given time. The all-important consideration is that it is a **public** test. By its being public I mean that anyone with

enough background of relevant knowledge can see for himself and be satisfied that the experiment proves what it is said to prove. All is open and above board.

This serves to correct one notion that is very widely spread. It is the notion that the scientist, when working in his own field, is peculiarly impartial and objective, free from prepossession or prejudice of any sort. That need not be so at all. The scientist, also, is human and, far from being coldly indifferent to the outcome of the experiment, he may find himself silently praying to whatever God he believes in that it will turn out this way rather than that. What guarantees objectivity or impartiality is not the man but the method. The method makes it impossible for him to be biased, consciously or unconsciously, and get away with it.

Value of logical reasoning

The philosopher, on the other hand, has no such corrective available. He has to depend on logical reasoning alone and his logic is always apt to be affected by his feelings, especially on the subconscious level. The modern psychologist has shown how subtle and pervasive that influence can be. He has of course one check available, the criticism of his fellow philosophers, and while that gives his thinking far more objectivity than the ordinary man attains, it still leaves it far short of what the experimental method, with its completely public sort of check, can provide. We see now why it is that philosophers seem to spend so much of their time arguing with one another.

If I were to sum up in one sentence what philosophy is or tries to do, I would put it like this: philosophy uses logical reasoning, and logical reasoning alone, as far as it will go, to seek an answer to questions for which common sense has either no answer or no adequate answer and which do not lend themselves to experimental, scientific

(Continued on Page 58)

Who Should Teach What?

M. E. LaZERTE

WHO should teach what? This raises two questions, first, "Who should teach?" and second, "What should they teach?". When deciding who should teach, we must keep in mind the real nature of present-day teaching. Teaching isn't just keeping a school in operation. It's a professional job. The school has taken over in part the work of the church and the family—yes, and of the shop and office. Skills, knowledge, attitudes, understanding of the world and social and political relationships, good citizenship, personality, character—the acquisition of all these is the end result of good teaching. Before the First World War teaching was relatively easy, the demands made upon the school, rather limited. Two world-shaking wars and the cold war that has been with us since have thrown new and heavy responsibilities on the school. How Canadians act and think 25 years from now is being determined in the schools today.

Do you for a moment think that high school boys and girls after short periods of attendance at training college, are ready to teach? Have they the necessary education, maturity and social experience? Teachers should be selected. The practice should be 'selection', then 'training', not the one currently followed, 'recruitment', then 'certification'.

Cost determines policy?

What standards should be set for teacher certification? Who should teach? Who should be certificated? I should prefer that all teachers complete university degree requirements. Selection would, of course, involve other requirements. This standard is not pos-

sible in Canada at the present time. The Canadian Education Association that includes all ten departments of education stated Canadian policy in two recommendations accepted by its 1949 conference. The first recommendation reads as follows: "That the minimum pre-service period of teacher education be two years beyond graduation from high school." The second is: "That qualifications for a certificate valid for teaching in any high school grade include a university degree." These recommendations along with others adopted at the same time define a long-term policy of teacher education for Canada. No province thinks it can adopt the recommendations at the present time. It might be more correct to say that no province thinks it can afford to adopt them at the present time. The implementation of the recommendations would cost a considerable sum of money and would shut out of the profession thousands who now use teaching as a steppingstone to other vocations—as a filler until they find a better job or get married. As is often the case, costs determine policies. Short-term rather than long-term policies have been resorted to on every hand. Standards are being lowered to attract more young people to teaching. There is very little selection of personnel at the present time.

It is certainly true that when there is an acute teacher shortage, districts that are without teachers put strong pressure on departments of education to certificate the unqualified. We agree that schools must not remain closed and that they should be staffed with the best



people available. If there aren't enough teachers to go around something must be done to provide some sort of instruction for children in schools that are closed or are about to be closed. Temporary permits must be issued but these should be permits and temporary, not certificates. There is a world of difference between giving out 10,000 temporary permits and issuing 10,000 professional certificates to persons whose education and training are so much below par that they cannot in any real sense of the term be called teachers. It is education and training that makes teachers of persons who have

the basic qualities and qualifications upon which to build. The holding of a certificate has no magical power to lift the unqualified to professional status. Mixing No. 1 Northern wheat with half-matured No. 3 grade doesn't give more good wheat; it merely detracts from the use that can be made of the wheat of superior grade. Similarly the issuing of professional certificates to those who should not hold them has some unfortunate results. It changes the public's definition of the words 'teacher' and 'teaching'; it lowers the prestige of the teaching profession; it turns able stu-

dents away from teaching as a career to other professions; it aggravates the very situation it is supposed to correct, namely, the teacher shortage. The solution to the teacher shortage problem is to raise standards to a new and respectable level, certificate those who merit professional status, place all qualified teachers in charge of schools and then tell the public there are no more teachers available and that they must accept the services of substitutes to fill existing vacancies. How different from this are the actual procedures followed. When a shortage develops education goes on short rations. Parents are led to believe that teaching isn't very difficult. Entrance requirements to training colleges are lowered, failures are excused, certificates are issued by the thousands, if necessary. The teacher shortage is corrected as if by magic. Departments of education must keep schools in operation. It is to their credit that they do just that. I wish, however, they wouldn't kill the prestige of the teaching profession in the process. I wish that all conditional certificates and all others held by persons with less than full professional standing had printed across their face in block letters these words: "Please do not imagine for a moment that this is a professional certificate or that you, the holder, are now a teacher. This document is being issued because a qualified teacher is not available for the school to which you are going." I wish also that the minister of education would say to the public through the press or over the radio something like this: "Ladies and Gentlemen. I am sorry there are not enough teachers in our province to staff the schools. We have been forced to call in substitutes. Your children can have only sub-standard education until such time as teachers are available. Please bear with us while we try to remedy the present state of affairs."

What should teachers teach?

Consider our second question. "What

During April, Dr. M. E. LaZerte gave four talks on education over CBC's coast-to-coast network. This address is reprinted with permission of the Canadian Broadcasting Corporation. Dr. LaZerte has recently completed a study of educational finance in Canada for the Canadian School Trustees' Association.

should teachers teach?" I raise this question partly because I see a growing tendency for departments of education to tell teachers what is to be taught. Not directly, but indirectly, and the indirect method is the more powerful. In an honest effort to help unqualified teachers, departments of education distribute course of study supplements, handbooks and guides. These are helpful in the hands of the real teacher because he remains independent of them. The weaker the teacher the more these guides are accepted as the embodiment of true subject matter and method—and method is more than anything else the correct selection of subject matter. It has reached the point now where there are thousands of pages of instructions. Teachers who are not yet independent of textbooks become hopelessly confused by it all. With confusion comes blind uncritical acceptance and belief—a dangerous combination. I maintain that all this helps reflect the immaturity, inefficiency and lack of initiative and self-reliance of people brought into the profession with low qualifications.

When I began teaching, I was actually frightened by the amount of textbook material before me. Probably I learned slowly, but at least I did learn that in any given year in any given subject there are only a few great truths, principles and generalizations that a pupil should master. My main responsibility as a teacher is to select, discard

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Your Fall Convention

—needs planning

W. ROY EYRES

YOUR convention planning committee should be taking initial steps to organize next fall's program. General plans should be made during this term. A 'theme' should be chosen and all topics integrated to present a complete picture. Teacher representatives from all levels of education and all superintendents should take part in this planning.

Convention type?

What type of convention will you have? Will it be in workshop form or designed primarily for inspiration and presentation of information to large groups? Meeting room facilities may determine the type of convention you hold. Both types can be equally successful if well organized. Definite objectives, friendly informality of set-up, and designation of responsibility for details will ensure interest and success.

Details important

The responsibility for details of organization falls on the secretary, who should be carefully chosen for his organizing ability. He must make all reservations, arrange for speakers and social events. The printing and distribution of certificates must be done as early as possible. Many teachers complain that they don't get information soon enough. It may be necessary, also, depending on the type of convention, to send out pre-convention material in order that teachers will come prepared to discuss certain topics. Above all, it is imperative that the program be not too crowded to allow for discussion and that all meetings start and end on time.

Speakers or discussion leaders should

be carefully selected and contacted as early as possible so that they have time to make the necessary plans and to give assurance of their attendance. In this connection, superintendents should know which teachers in the area will be available. Guest speakers from the Department of Education, the Faculty of Education, and the Alberta Teachers' Association will also be present. Courtesy demands that letters of thanks, to guest speakers and to others who contribute towards the success of the convention, should not be overlooked.

Informal activities

No convention can be a complete success without some attention to social functions. A banquet, luncheon, card party, theatre party, or dance offer a variety of choices. Time should be allowed for leisurely discussion and the renewing of old acquaintances. Ideas are exchanged and important topics discussed in informal groups as well as in convention sessions.

It pays to advertise

Publicity both before and after your convention is important. Prior to the convention, your local press and radio station should be given a copy of your program, together with all available information on your guest speakers (pictures may be used), locals participating, and number of teachers expected. Following the convention, accounts of discussions, decisions reached, and election of local officers furnish good material for educational publicity.

The Department of Education and
(Continued on Page 61)

Annual Report of the President

Annual General Meeting, 1955

During the past year I have occupied a very honoured position. It is not a small thing to be elected president of your professional organization. I can assure you that the honour has meant much to me and that I am deeply appreciative of it. With that honour, of course, have come very distinct responsibilities—to present your views and policies forcefully and clearly, without offence; to represent you in such a manner as to bring credit to you as individual teachers and as an association; and to offer leadership whenever I have been able to. These things I have tried to do.

The position of president of our association is an honourable one and also an onerous one. Throughout the year I have attended 58 days of meetings, 39 of which have caused me to be absent from my schoolroom. Had I not been ill last August, I could have added another 12 days to bring the total to 70. In addition, I attended 21 evening meetings, some of which were out-of-town. But busy as I was, I felt that I should have been busier. I attended but two conventions last year, largely because I wasn't invited to attend any others. Subsequent conversations indicate that there is a feeling about the province that it is policy that the president visit conventions. At present this is not policy, but it will be if the convention groups ask the president to attend and to report to them on association affairs.

The president has the responsibility of being the leader of the association. He is your spokesman, your official voice. (If he isn't, then you can allow him to stay at home.) So that he can better present your views and your policies to the government, the Department of Education, the trustees, the Home and

School, and other educational bodies and agencies, he must attend as many teacher meetings as possible. The knowledge he has of association policy is gained through formal discussions at AGM and executive levels. The full flavour and interpretation of policy can only be achieved by discussion with local groups and individual teachers in various areas of the province.

For the past several years you have shown an extreme interest in the position of the president by the submission of resolutions, and I note that there is still another one this year. This is a healthy sign and indicates that you are not necessarily content with the status quo within our association. However, I don't think that a full-time president is the answer. At the present time the president is a teacher, and he should remain a teacher. It would be most difficult to get a competent teacher to leave the employ of his board for a year or two, perhaps at a critical time in his career. This is a matter which, I think, could safely be left to the executive to handle. The executive will have to evaluate the position of each president as he or she comes forth. Perhaps the answer might be a permanent substitute attached to the principal's school and paid by the association. Certainly the executive will have to give serious consideration to allowing the president to leave his classroom more freely than I have been able to do.

Public relations

The Minister of Education mentioned this morning that the calibre of teaching done in the province will affect our public relations. I am sure, as I think he is, that the calibre of teaching in this

province is high indeed. But even the best teaching is not sufficient for a public relations program. The public must be made to realize that a splendid job of teaching is being done. During the past year a public relations committee set up by your executive attempted to draw up a booklet of recommended public relations procedures and programs. This was to be sent out to local associations for their guidance. To this end the committee sent out questionnaires to local associations asking them to report on their public relations efforts. In all fairness it must be stated that the response was remarkably poor. Perhaps it was that the locals had no programs to report on.

In the matter of public relations it cannot be stressed too strongly that person-to-person relations are a prime necessity. You, as individuals, must speak to the public—the teacher must speak to the parent. To do a proper job we must explain the curriculum to them. Tell them what is going on in the classroom. And as professional teachers we must get the feeling of the community. We must know the family, social, and cultural background of the pupils. We cannot operate in a vacuum. I would confidently suggest that the best way in which we can carry on a good public relations program and do an efficient professional job of teaching is to work through our own Home and School associations.

Attacks on education

Mention has been made by fraternal delegates of the attacks that have been made on education for the past several years. They are still being made. We know what they say. Children cannot read, cannot figure, and cannot write. There is no phonetic analysis in reading, and there is certainly no drill in arithmetic. I wonder!

Some of this criticism is going to rub off on us as individual teachers and I fear we have not done our part in answering these criticisms. It is all

very well to say that teachers and educators appear on panels on the radio. Too few people listen to such programs and they are a poor substitute for a direct word from the teacher to the parent. Have you considered a panel of all, or part of, the staff which would appear before your Home and School group and tell the parents phonetic analysis is used in the teaching of reading and that arithmetic is not without its drill after meaning has been established? If you do that, I am sure that you will notice a feeling of relief and contentment showing in the faces of the parents. Our staff did just that and we felt well-rewarded. Tell the parents just what is going on in the schools. We know that education in this province is good and we know that it still isn't good enough. But we can tell the truth about it and defend it against ill-considered attack. As professional people it is our duty to defend it. Wherever or wherever we realize that it can be improved, we will improve it.

A year of progress

This has been a good year within our association. You have heard the Minister of Education say that our relations with the government have been good. You also heard him say that this does not mean that there were no differences of opinion. I can assure you that there were sharp differences of opinion, but they were honest differences and were treated as such. It is important to note that they did not result in a deterioration of relationships between ourselves and the government. We continue to enjoy harmonious relations with the Alberta School Trustees' Association, the Department of Education, The Alberta Federation of Home and School Associations Incorporated, the Faculty of Education, and other bodies interested in education.

Our association is moving forward professionally. It is cheering to note that each year a larger percentage of our membership is in possession of

degrees, both at the bachelor's and master's levels. In keeping with our policy of encouraging scholarship and competence among our members you will be asked to approve the establishment of eleven scholarships, named after our honorary members, and a loan fund for the use of teachers in improving their qualifications.

Resolutions continue to come in year by year, certainly not in diminishing numbers. This indicates a continuing interest in both our own association and in general educational conditions in the province. The consideration of these resolutions keeps our policy before us and keeps it a live thing, subject to change as conditions change. Give these resolutions your most serious consideration as they will affect the future course of our association. Do not let demagogic argument sway you.

Responsibilities

Our association has several responsibilities. First, it is responsible for the welfare of its members. It is responsible for ensuring adequate pay and teaching conditions which are conducive to maximum effort. These are necessary for the general welfare of education, for a contented teaching staff is a guarantee of good education.

Our association has a broader responsibility to the people of this province. We are one of the guardians of the welfare of public education. In concert with other educational bodies it is our duty to watch carefully legislation which is passed from time to time. We must carefully watch for trends and developments which may be harmful to education. It is our public duty to correct such trends and to criticize any legislation which we think is undesirable. But we must always let our criticism be fair and unbiased.

Teacher education

I should like to make a few comments with respect to teacher training. A little over a year ago, our legislature

passed Bill 101, *The Emergency Teacher Training Act*. As you know, we opposed it most vigorously, together with other bodies, but the government claimed that it would meet a demand made by the public for people with **some** training in classrooms. We are still, of course, opposed to it. The more serious matter is that of permanent certification. During the past year the regulations governing the certification of teachers were amended. The major change is that a permanent certificate can now be issued to a teacher with one year of training and two years' successful experience, rather than as it was formerly after two years of training and successful teaching experience. We are very much opposed to this lowering of standards. First, we are opposed to it as a policy. We are attempting, through our organization, to increase the prestige and status of the teaching profession. We are attempting to increase and raise the standard of service which we are giving to the community, and we feel that this change is a retrograde step. Statistics show that teacher shortage is less in areas where the average amount of teacher training is greatest. At one time, prior to this change, Alberta was the **one** province in Canada to require two years of training for a permanent certificate. We have slipped from first place, I fear.

Secondly, your Executive Council, acting on your behalf, opposed the way in which the change was made. Last May 12, a meeting of the Board of Teacher Education and Certification was held. This is a board which is advisory to the Minister of Education in the matter of, as the title would indicate, teacher education and certification. The matter of a change from two years to one year of training was brought up and discussed fully for, I believe, some three hours. The board felt that no useful purpose would be served by lowering the requirements, and so it decided against recommending to the Minister that they be lowered. Unfortunately,

immediately after the decision was made, the Minister, who was in attendance, told the Board of Teacher Education and Certification that the change **would** be made. Mr. Minister, I can assure you that we felt rather futile at that time. We would have preferred that the Board of Teacher Education and Certification, advisory to you, had been consulted **prior** to the decision to make the change. It would have been better if the Board of Teacher Education and Certification had been consulted **before**, and that you had taken its recommendation to the government. We realize that the Minister cannot be bound by an advisory board, but we feel that perhaps he should have taken its advice before government action had been decided upon.

Amendment to School Act

At the last session of the legislature, a change in *The School Act* was made whereby teachers in the employ of a board against which teachers have gone on strike will not be permitted to accept another position unless the board gives them permission. If a group of teachers goes on strike, then the members of that teaching staff are held in service with that board until the strike is settled, and, if it should happen that the strike is settled after July 15, then, in effect, the teacher has been denied the right to resign. Many teachers, normally, move in the summer. A goodly number move to a better paying job, a job with better living conditions, or perhaps a job which is more congenial to them, and we feel that this legislation would rob the teacher of the basic democratic right to practise his profession where he chooses and is chosen.

Educational finance

With respect to financial legislation, I would like to offer a commendation to the government on its decision to pay 50 percent of the cost of education. We have been attempting to have the government do this for some years, and we

appreciate the fact that it has been done. However, while we commend the government for the amount of grant, we have some reservations. In 1947, a commission was set up to investigate taxation within the province. The Deputy Minister of Education at that time, Mr. Judge, was a commission one to investigate. Out of the Judge Report, which was made in 1948, there was an implication that since municipal councils were the tax collecting bodies they should have control of expenditures. Two other things came out of the report. In 1948 Bill 293a was passed. It stated that requisitions of school boards, if they were more than 20 percent above the previous year's requisitions, were subject to review by the municipal council. This, in effect, would subordinate school finance to municipal needs. It is the policy of our association that school boards should be fiscally independent and not subordinated to municipal councils whether they be rural or urban. In 1950, *The County Act* was passed. Looking back, it would seem that perhaps Bill 293a and *The County Act* had their origin in the Judge Report. Your organization opposed *The County Act* but we have been accused of being in opposition to **everything** in *The County Act*. That is not true. We are not opposed to the co-terminous boundary idea implicit in it. Just recently the Co-terminous Boundary Commission finished its work without a word of protest from our Association. But, within *The County Act*, we did oppose the fact that there were no directly elected school boards. Members are elected to a county council, a portion of them become the school committee. The thinking of our Association is that people who are to handle the educational affairs of the community should be those people who have shown an interest in educational affairs and who stand for election to the bodies which will handle education. They should not be picked out of a hat.

The school committees of county

councils are not fiscally independent. Under Bill 293a there was subordination of school finance to municipal finance. Again, in *The County Act*, a little more directly, the subordination takes place. We were opposed to the co-opting of members of the county set-up, but that has since been dropped. In the county the evils of boards not being fiscally independent may not be evident now in a fairly buoyant economy, but experience has shown that it could be dangerous if times were less buoyant. Education cannot stand up against roads in competition for public money in times of poor economy. The effect of too few books in the classroom is not immediately evident. The health of students who have to sit in drafty and overcrowded classrooms can, I suppose, be blamed on the atomic tests, but the presence of a new road is much more satisfying to the public. It is immediate: you can feel it: you can drive on it. The history of counties in the Eastern States has been that education cannot stand up against municipal needs when the economy is in a state of depression.

The tax reduction subsidy

I have just commended the government with respect to the tax reduction subsidy, the increase in per pupil and in per room grants. We are indeed gratified that 50 percent of the cost of education is to be borne by provincial funds. However, I think that we must express some concern with respect to the tax reduction subsidy. I shall use a simple illustration, but the tax reduction subsidy is not simple. Let us take a school board which struck a mill rate of 40 in 1954, and kept their qualifying mill rate in 1955 at 40. Their mill rate was unchanged. They thereby qualify for a 15-mill grant from the provincial fund. In effect, the mill rate assessed in the school division would be decreased by 15 mills. Let us consider a school division next door which in 1954 had a mill rate of 40. Despite attempts to economize and to pare expenditures,

they find that they must set a mill rate of 41. As they have had to increase their mill rate, they will have to forego the 15 mills, that is, the difference between 40 mills and 25 mills. They will receive 30 percent of the additional mill. The effective mill rate in the one school division will be 40 $\frac{3}{4}$ mills and the effective mill rate in the other will be 25. That is what will go on the tax roll. As I say, it is not quite so simple as that. The qualifying mill rate is determined, I understand, by such considerations as: what deficits has the school board incurred and how were those deficits incurred?—with respect to operating expenses or with respect to capital expenditures? But this does illustrate the basic manner in which the tax reduction subsidy will be granted.

Your Alberta Teachers' Association stands for a minimum foundation educational program within the province, and the school boards, if they wished, (and we hope they will) could have an educational program better than the basic minimum foundation program. We fear very much that, due to the way in which this tax reduction subsidy is going to work, school boards will not increase their mill rate. Not that we think this is a desirable thing in itself, but with the needs for expanding school plants and the increasing number of teachers needed, educational costs will rise. If school boards must hold their mill rate down to the 1954 level, then we fear there is going to be a ceiling placed on education in the Province of Alberta—not a floor.

A trend

I referred to the Judge Report to indicate that it started a trend—a trend of subordination of school boards to municipal councils in matters of finance. This subordination is quite evident in Bill 293a. Under *The County Act* it is even more direct—the **whole** requisition must be approved by the county council. The tax reduction subsidy continues the

(Continued on Page 61)

School Scandal

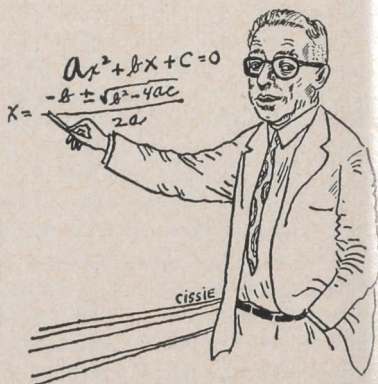
Editorial from *Saturday Night*

THE wordy battle over Canadian education which started with the publication of Dr. Hilda Neatby's *So Little for the Mind* has now settled down to a sniping duel between the more stubborn advocates of this or that method of teaching. It is better so, because there is a more immediate problem to be solved in this country's schools, one that concerns the quality and numbers of people who are employed as teachers. Talk about methods of instruction is futile if no thought is given to the selection and training of those who are hired to instruct.

In every province there is a shortage of qualified teachers, and provincial authorities have chosen to meet this situation by deliberately lowering the standards of qualification. Thus the teaching profession, one in which the highest standards should be demanded, is being degraded, and the vitally important primary education of thousands of children is being entrusted to young men and women who should still be in school themselves. In Alberta, for example, the provincial government has instituted a six-week course of 'student-teachers' and has cut in half the minimum training period required for certification of teachers. The same sort of thing is going on in Ontario, which even so has higher standards than Manitoba and the Maritime provinces.

The shortage of teachers did not come about overnight. If it has to be eased now by means of a shoddy expedient, it is because nothing was done years ago to avoid an emergency. The past cannot be re-lived but certainly action

can be taken now to stop the shortage from becoming chronic, and such action is the direct responsibility of provincial ministers of education. It is not salary scales alone which discourage young men and women from entering the teaching profession; there are many other factors, such as the conditions of work and the relations of teachers with elected officials. Provincial authorities must go much deeper into the causes of the shortage, and if they find that they do not have the resources to meet the situation, they must look for help outside their provinces. A 19th Century division of federal-provincial responsibilities cannot be permitted to stand in the way of the education of Canadian children in the 20th.



Why Study Psychology?

D. E. SMITH

OUR students have a swift and simple answer to the question, "Why study psychology?" They say that they do so in order to learn about people. No doubt they do learn something about people, but I sometimes wonder if they learn what they wanted to learn.

The reason is that there are many ways of studying people. The salesman and the policeman, the actor and the playwright must understand people, and they seldom get their knowledge from textbooks. They observe their fellow-men, and some of them record the results in drama, novels and essays. But the person who studies psychology will do so to supplement and complement such personal observation by the formal methods of an academic science.

It is inevitable that some thoughtful men and women should prefer the common sense approach and shun the scientific. That preference is enhanced when the methods and concepts of the science seem to become divorced from everyday life. Yet it is also inevitable that other thoughtful men and women will be attracted by the more precise methods and the new concepts of a scientific approach. Every science has its amateur devotees, and the number of them is a measure of the intellectual vigour of our times. The problem can thus be restated: what do such explorers find in psychology to attract their interest, rather than in the humanities or in some other science?

Many branches of knowledge reflect an early philosopher's dictum that "the proper study of mankind is man". What, then, does psychology especially provide for its devotees?

The answer is to be found in the kind of research psychology undertakes, the practical applications of its findings, and the problems of policy and of theory they raise. Let us consider some of these matters in detail.

Three quarters of a century ago psychology, as we now know it, was founded in a German university. The new psychology was to be the **science** of the mind; it brought the experimental methods of science to bear on problems which philosophers had been attacking by methods of pure reason. The age-old problem of how man is aware of, and understands, the world around him was one of the first to be studied. So, in the early development of this science, a large section of the accumulating data was related to the sensitivity of human sense organs, and the nature of the sensations they produced.

Laboratories of psychology soon sprang up in various parts of the world, and it is in England that a study was reported in 1952 which will serve to illustrate this approach.

That report described a psychological study of craftsmanship in dairying. Cheese-making and cheese-grading have for years been based on the skills of craftsmen who controlled quality in production by squeezing a sample of the curd in the hand to test its firmness. The final product is judged by such methods as rubbing a sample of cheese between thumb and forefinger. But just how sensitive are any man's fingers, and his brain, in such judgments of firmness?

The accuracy of such judgments was tested by asking a number of people to squeeze small cylinders of vulcanized

rubber to judge their firmness; the rubber was specially manufactured so that it varied in firmness by known amounts. Several people, including most of the dairying students, all dairying instructors, a professor of psychology, and a blind masseur, were equal or superior in their accuracy to mechanical tests of hardness.

Some of us will be most interested in the practical implications of this study. We may hope that it will help to perpetuate the traditions of craftsmanship in cheese-making. It may counteract a trend that seems likely to end in cheese that has the texture, and perhaps the flavour, of slightly damp laundry soap. But there are other purposes for such studies and that one in particular contains an elaborate description of technical problems involved in measuring firmness mechanically as well as judging it manually. It did not, in fact, discuss the sense organs concerned and the way they function, but otherwise this research follows the classical tradition of experimental psychology.

Fashions change, however, in psychology as in everything else. The classical emphasis on perceiving and understanding developed into broad interest in all human activities, and in some animal ones as well. Then, 40 years ago, there erupted from this normally growing subject the violent revolution that was called 'behaviourism'.

The founder of this movement refused to study **mental** activities, or to refer to the mind in explaining behaviour. He insisted that one should observe only human **behaviour**, and observe it as one would the behaviour of an animal or the performance of a machine. Explanations were to be in terms of the operation of the sense organs, muscles, nerves and glands. With few exceptions, the movement was something of a nine-day wonder in the intellectual world. One of those who took it seriously was Aldous Huxley. Briefly in *Point Counter Point* and elaborately in *Brave New World* he demonstrated the impact of

Dr. D. E. Smith is professor of psychology at the University of Alberta. This article is an adaptation of a radio address given by Dr. Smith on CBC's *University Talks Series*, and is published with permission of the Canadian Broadcasting Corporation.

'behaviourism' on a thoughtful man's philosophy of life.

Within the developing science of psychology, 'behaviourism' had a stronger and more permanent influence. Attention was focused on the activities of the body which are at least an important component of behaviour, and which must be included in any thorough explanation of behaviour. An article in the last issue of the *Canadian Journal of Psychology* illustrates this trend.

This article describes a study of changes of tension in various muscles of the body while a person is listening attentively to a rather faint tape-recording of an article of general interest. Modern techniques permitted very sensitive measurements of slight muscle contractions. This research confirmed and extended earlier findings that the slight muscle strain present in an alert, unrelaxed posture will increase during close attention. It is one of a series of articles on muscular tension, and the author but one of many workers in this field. This mass of research has demonstrated that the contraction of muscles increases mental activity, it does not merely accompany it or result from it.

Such discoveries will have little practical application, but they are very important in relation to theories in psychology. This research has produced a theory that the brain sends impulses to the muscles to induce the contractions; sense-organs in the muscles, in turn, send back impulses to the brain. These latter impulses step up the activity of the brain, and improve its functioning in

attention, learning or other activities. This loop of nerve and muscle has been described as a 'feed-back system', and it is paralleled by similar feed-back systems in modern electrical computing machines.

Theorizing of this kind is the principal outcome of a great deal of psychological research. There is, of course, much more research which has practical application. Some of it led to the construction and standardization of many psychological tests. The use of such tests in industry, in the armed services, and in educational institutions, has been so widespread that most of us are familiar with them. Most tests require that the person administering, scoring and interpreting them, have professional or technical training in psychology. It is possible, of course, for an employer or personnel manager to acquire such skill by home study; but many of our students are taking psychology courses in order to acquire that type of training during their university studies.

Another branch of professional psychology is concerned with clinical practice. Here the distinction between the psychologist and the psychiatrist must be kept in mind. Psychiatry is a branch of medicine concerned with mental disease; psychology is a basic science oriented toward research but has some professional branches. The two fields overlap considerably, and psychologists in the clinical branch of the subject draw heavily on theories developed by practising psychiatrists, such as Freud. This is an extremely popular branch of human knowledge, and books by psychiatrists on mental health and normal personality are often best-sellers.

Another article in the last issue of the *Canadian Journal of Psychology* illustrates this trend. In it a summary is given of many studies of intelligence and personality test results at varying ages, particularly beyond 50 years of age. These studies demonstrate that there is a comparatively mild decline in intelligence and in personality resources in

normal old age. If a worker loses his job in late middle age, he or she has great difficulty in finding another one. Studies of changes in ability with increasing age will play a useful part in our plans to meet this modern social problem.

Research is now going on in other important fields of social policy. The labour problems facing employers and the government in South Africa, for example, have been described in a paper delivered to the International Congress of Psychology in Montreal last June. Custom or law have imposed various racial restrictions in South Africa, which have an effect on manpower resources for industry. Native Africans are generally debarred from skilled trades or technical occupations, except occasionally and on behalf of their own people. Thus the whole burden of leadership in commerce, industry, government and education is thrown on the white European section of the population. For various reasons there is a shortage of executive, professional and technical manpower, which is likely to get worse unless native Africans are allowed to find the level of employment their ability will permit. It is unlikely that public opinion and governmental policy in South Africa will permit such a development very soon. In the meantime, surveys of the white European population will determine accurately the extent to which these positions can be filled from that labour force. Ultimately, it would seem, many of these positions must be filled from the native African labour force.

Most African natives are illiterate; most of them speak only their own tribal dialect; most of them have a fairly primitive culture. Many South Africans doubt that negroes have the capacity to become skilled tradesmen or supervisors. A survey of their ability must therefore be carried out. Since most intelligence tests require at least knowledge of reading and writing, a new test of intelligence had to be devised for native

(Continued on Page 60)

Teachers Awarded Life Memberships, 1954

Name	District, Division or County	Address	Years of Service in Alberta
Roy Irvine Baker	Lethbridge S.D. 7	Coaldale	34.6
Hazel Blanche Byers	Calgary S.D. 19	Calgary	40
Augusta England Christie	Calgary S.D. 19	Calgary	34.4
Mary Agnes Clark	Calgary S.D. 19	Calgary	27.632
Lilian Laura Clarke	Calgary S.D. 19	Toronto, Ont.	38.7
Mary Roberta Crawford	Edmonton S.D. 7	Edmonton	38
Hiram Bruce Doughty	Edmonton S.D. 7	Hammond, B.C.	38
Edith Gilbert	Lethbridge S.D. 51	Lethbridge	39.886
Ellinor Louise Glasford	Calgary S.D. 19	Calgary	44.6
Jean Robertson Howard	Edmonton S.D. 7	Vancouver, B.C.	35.2
*John Murdoch Macdonald	Strawberry S.D. 49	Buck Lake	30.6
*John McGuire	Edmonton S.D. 7	Edmonton	35.25
Oliver McKee	Edmonton S.D. 7	Vancouver, B.C.	33.55
Florence McNair	Calgary S.D. 19	Haney, B.C.	34.896
Mary Helen McWilliam	Turner Valley S.D. 4039	Vancouver, B.C.	38.27
Mary Ann Ogle	Sturgeon S.D. 24	Coleville, Sask.	30.6
Arthur Walton Prime	Hanna S.D. 2912	Hanna	41
George John Ross	Edmonton S.D. 7	Edmonton	27
*Reinhold Schneider	Spirit River S.D. 47	Rycroft	25.075
E. Helen Shaw	Calgary S.D. 19	Edmonton	46.7
Margaret Shepherd	Calgary S.D. 19	Calgary	35.075
*George Staal	Bowness S.D. 4590	Bowness	20
Roy Gordon Thomas	Foremost S.D. 3	Bow Island	31.6
Joseph Welsh	Red Deer S.D. 104	Red Deer	31.8
Frank Leslie Woodman	Calgary S.D. 19	Calgary	39
Mother Margaret Mary (Margaret Loretta Hickey)	Edmonton Sep. S.D. 7	Edmonton	43.027
Sr. M. St. Lucy of Scotland (Johanna Shea)	St. Joseph Sep. S.D. 28	Montreal, Que.	23

*Awarded posthumously

The Audio-Visual Aids Branch

EDWIN MCKENZIE

"I can never get the film I want when I want it!"

How often have we who use film aids voiced this complaint?

For the past three years, I have made it my business to find out how the Audio-Visual Aids Branch operated, and why I didn't get the film I wanted when I wanted it.

To provide films for the 593 projectors in the province the library has 3,748 sound and silent film prints. There are 870 sound film titles and 311 silent film titles. The balance to make up the 3,748 are in multiple prints.

Last year, the number of requests for films was 59,871, and to meet this there was a circulation of 32,509 films. Each film is used on an average of a little better than twelve times during the ten-month school term. The 'request' figures quoted above are based, of course, on the quota system currently used by the branch. If the quota system was changed, obviously the number of requests would change.

At the present time the facilities of the branch are limited by

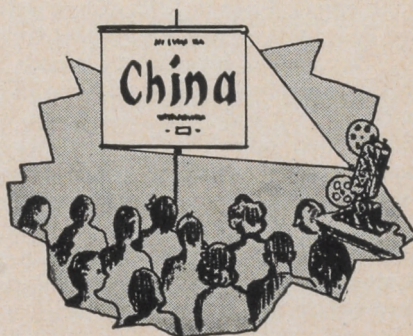
- its budget,
- the amount of space available, and
- the size of the staff.

Before any major change in the operation of the branch can be made there must be an increase in the department allowance for it. In March, 1949, the number of films (sound and silent) in the library was 1,580, and the number of motion picture projectors was reported at 328. In March, 1953, the number of films was recorded at 3,028, and the machines at 526. The number of

machines in the province has increased 62.35 percent and the number of films 91.64 percent.

Just what the ratio of films to projectors should be is, of course, impossible to calculate, but as it was necessary in 1953 to reduce the quota of films available to any school, obviously the teachers were requesting more films than the branch could supply. Whether or not the policy of changing the quota was sound is not certain, but because of the limitations of staff, space and films available, the change was imperative.

At the present time, the branch is operating on the policy that fewer films used well is better than a greater number of films used without adequate forethought or follow-up. There is no doubt that this thinking is sound. Whether or not each school or classroom is obtaining an adequate number of films is not certain, but with the figures available for the period from 1947 to 1954 the number of requests has increased 172 percent while the circulation of films has increas-



ed 160 percent. The discrepancy here is only 12 percent, but this is not quite the whole picture. The circulation increase of 160 percent is based on actual increases in the number of films circulated and at the present time represents the maximum number which can be handled by the branch with its present organization. The 'request' increase of 172 percent is based on the requests under our present quota system, which is listed below for your information.

Size of school	Films per month
1 room	6 films
2 rooms	7 films
3 rooms	8 films
4 rooms	9 films
5 rooms	10 films
6 rooms	11 films
7 rooms	12 films
8 to 12 rooms	14 films
13 rooms and over	16 films

Despite the best efforts of the Audio-Visual Aids Committee of the Department of Education, there seems to be no way of providing an equitable distribution of films for all schools so that there will be the same number of aids available per room irrespective of school size. There just aren't enough films.

While six films per month seems to be quite a reasonable number for a one-room school, the number per room drops off sharply until a school with 25 rooms or more receives only 16 films per month for the whole school.

Together with the limitation imposed by the quota system is the other limitation imposed by the method adopted to fill the orders. Prior to 1953, orders were filled on a basis of 'first come—first served'. This system appeared to impose a hardship on schools where staff changes resulted in the order not being sent in until late next fall. The better-organized schools with a more stable staff, ordered in the spring and always commanded the first choice of aids. The new system, by which all orders are handled in five two-month periods, with all orders received before a 'deadline date' being ar-

Edwin McKenzie has been ATA representative on the Audio-Visual Aids Committee of the Department of Education. His address is 302 Twelfth Street S.W., Medicine Hat, and he is vice-principal of Connaught School in that city.

ranged in progressively varying order of school district, seems more fair to all concerned.

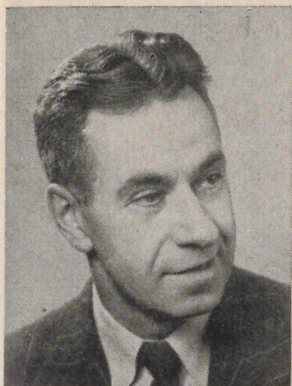
The Audio-Visual Aids Branch is a supplementary service of the Department of Education. It has grown tremendously since its inception in 1945. It is the responsibility of the teachers in the field to inform the Department of Education if they believe that this service is a valuable adjunct to teaching.

What is done with this information is a matter for teachers to discuss in their schools or in local associations. I shall be interested to have the opinions of any teacher or group of teachers with respect to the above. The better the Audio-Visual Aids Committee is informed of the views of teachers in the field, the better job it can do in serving them.



"I'm building a mechanical brain. If it works, there will be no more failures in arithmetic!"

President's Column



Election to the position of president of the Alberta Teachers' Association is the highest honour that can be conferred upon one by the teachers of Alberta. As I thank you for this honour and for your confidence, I am deeply conscious of the responsibility placed upon me. However, as I shoulder this responsibility I realize it will be shared by the fine executive you have chosen to help guide the affairs of your association during the coming year. I am mindful, too, of the splendid central office staff who work unceasingly in the interests of the Alberta Teachers' Association. I can assure you that I will work untiringly to further the cause of our organization and education in general. I trust that I may have the active help of each individual teacher in the year that lies ahead.

I am fully convinced that our association can only continue to be strong as long as we have well-knit, active locals interested in the welfare of the teaching profession. The locals and sublocals

are the life stream of our association. Without them we could not continue to exist. My sincere wish is that our locals become increasingly active in many fields during the coming year.

The recent Annual General Meeting was a success. The interest displayed by the councillors was heart-warming, and encouraging to your executive. The discussions were on a high level and I believe the decisions reached reflect the maturity of our association.

There were a number of resolutions passed at the Annual General Meeting which are of great importance to our organization. I am sure you will hear about them when your councillors report to you at your next local meeting.

I hope each teacher will realize his or her importance to the association. The loyalty of each member is essential if we are to remain strong. Only by united effort can the Alberta Teachers' Association reach its objectives. It is the wish of the central executive that all teachers take an increasing interest in the affairs of our organization. Become conversant with the aims and objects of your association. Lend your enthusiastic support to your sublocal and local. You will find your effort rewarding indeed.

I ask that locals make full use of the Executive Council. The members are anxious and eager to serve you. Do not hesitate to call upon them for help and advice.

My earnest hope is that this next year may be one of progress for our association. There are many problems which we will face, but they will be surmounted if all of us use our talents and energy wisely and well.

During the period September, 1953 to June, 1954, 201,420 pupils were enrolled in schools in Alberta. The average attendance for the period was 168.29 days.

Canada's Teachers Improve Their Professional Education

CTF RESEARCH DIVISION

There is so much real concern over tendencies to 'degrade' or lower standards of entrance to the teaching profession that we sometimes fail to observe the steady improvement that is taking place in the over-all standards of teacher education. Changes in the past five years are worthy of note. The following table shows one aspect of improvement.

Percentage of Teachers with University Degrees

Province	1953	1948
British Columbia	36.1	32.6
Ontario	24.6	22.8
Alberta	21.8	15.3
Manitoba	19.4	17.5
Nova Scotia	19.3	13.8
Saskatchewan	13.3	10.3
New Brunswick	11.5	7.2
Prince Edward Island	5.1	1.5
Newfoundland	4.5	*2.4
Canada	22.5	19.3

*[1950]

(Statistics not available for Quebec)

It is also interesting to note that over a period of twelve years, in every province except one, the percentage of teachers with university degrees has been increasing more rapidly than the per-

centage increase in the total number of teachers. Outstanding in this regard is the Province of Alberta, with Ontario, New Brunswick, Nova Scotia, Saskatchewan, and British Columbia following in that order.

Percentage Increases in Total Number of Teachers and in Number of Teachers Holding Degrees over the Period 1941-53

Province	Percentage Gain in Total Number	Percentage Gain in Number with Degrees
Alberta	23	95
Ontario	33	57
New Brunswick	45	60
Nova Scotia	50	70
Saskatchewan	— 02	16
British Columbia	70	87
Prince Edward Island	11	15
Manitoba	29	21

(Statistics not available for Newfoundland and Quebec)

Attention might be drawn to the tremendous growth in British Columbia where, with an increase in the total number by 70 percent, the percentage gain in the number holding university degrees has been 87 percent.

Jubilee Issue

The June issue of *The ATA Magazine* will commemorate **Alberta's Golden Jubilee**. The issue will use a special cover and feature articles and biographies significant in the record of this province's history.

Honorary Life Membership Alberta Teachers' Association

... For distinguished service to education in Alberta ... to Dr. John Macdonald and Allan James Watson.



DR. JOHN MACDONALD

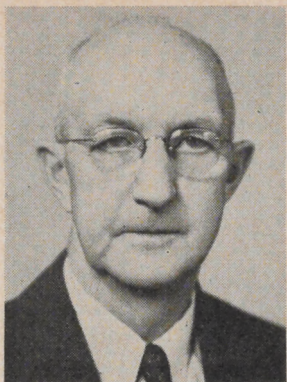
Dr. Macdonald was born in Killin, Scotland, in April, 1887. In 1911, he obtained the M.A. degree from the University of Edinburgh, and for the next two years served as assistant lecturer in psychology and education in the University and the Normal College. From 1913 to 1915 he was assistant to the professor of education in St. Andrew's University, Scotland. He joined the Royal Field Artillery in 1915 and served for four years, beginning as gunner and ending as a lieutenant. For a brief period after the end of the war, he served as an instructor, mainly in mathematics, in the Royal Air Force. Then, for one and a half years, he was lecturer in psychology and education at the University of Bris-

tol. In 1921, he came to the University of Alberta as assistant professor of philosophy and served there with distinction for many years, interrupted only by sabbatical leave in 1937-38.

Dr. Macdonald's administrative work at the university began when he assumed the position of director of the Summer Session in 1942 and 1943. In July, 1945 he was appointed dean of the Faculty of Arts and Science and held that position until his retirement in 1952. He returned in 1952 and again in 1954 to serve as special lecturer in philosophy. At the May, 1953 Convocation he was appointed to the rank of Professor Emeritus.

Dr. Macdonald has written a number of works in the field of education and others in the fields of social philosophy and sociology. One of these was *The Expanding Community*, published by Dent's in 1938, and recently he has published *Mind, School, and Civilization* through the University of Chicago Press (1952). In 1937 he published *Some Suggestions Towards a New Philosophy of Education* through the London Institute of Education.

As a person he is possessed of a keen sense of humour and a broad tolerance for mankind, which made him particularly able as an administrator and an adviser to students in the dean's office. His courses in philosophy and psychology were famous at the University of Alberta for over thirty years, and many teachers throughout Alberta and the whole of Canada owe much to his instruction and guidance when they were students under him in the University of Alberta.



ALLAN J. WATSON

Allan J. Watson was born in Bruce County, Ontario. He received his early education in a rural school and his high school training at Owen Sound Collegiate Institute. In 1906, he entered Victoria College of Toronto University, and enrolled in honours courses in classics and in classics and English. He graduated in 1910 with a Gold Medal in Classics.

After teaching for six months in a

rural school in Saskatchewan, Mr. Watson enrolled in the Calgary Normal School in 1911. He was appointed principal of Mount Royal School in Calgary and later became principal of what is now James Short School of that city.

In 1912 he joined the staff of Victoria High School in Edmonton as instructor in classics and history, and in September, 1915, he was appointed vice-principal.

In March of 1918, Mr. Watson was appointed inspector of schools for the Department of Education and was stationed at High River. From 1920 to 1924 he served in the Lethbridge inspectorate.

In September, 1924, he accepted appointment as superintendent of schools for Lethbridge. From 1924 until 1936 he also acted as principal of Lethbridge Collegiate Institute.

From 1936 until his retirement in 1951, Mr. Watson acted as superintendent and secretary-treasurer for the Lethbridge School District. Since 1951, he has continued as secretary-treasurer for that school district.

Eaton Agricultural Scholarship

The T. Eaton Company has renewed its agricultural scholarship in 1955. This scholarship is open to boys in all provinces of Canada who have reached their seventeenth birthday and who have not reached their twenty-third birthday on October 20, 1955. The scholarship provides all college fees, lodging and board for a four-year course commencing in the autumn of 1956 at any agricultural college in Canada selected by the winner.

Anyone interested in making application for the scholarship should contact his district agriculturist or the Depart-

ment of Agriculture for full information. The candidate for the Province of Alberta will be selected from the applications received **prior to September 15**. Candidates from each of the provinces will attend the Royal Agricultural Winter Fair on Thursday and Friday, November 10 and 11, where the final selection for the winner of the scholarship will be made.

The Eaton Agricultural Scholarship was initiated in 1951. The Alberta candidate, B. E. McDonald of Mannville, Alberta, won the scholarship in 1953.

Teachers in the **NEWS**

Dean-Elect

Faculty of Education
University of Alberta



H. T. COUTTS

Herbert T. Coutts, dean-elect of the Faculty of Education of the University of Alberta, was born in Hamilton, Ontario.

He received his early education in Ontario and in a rural school west of Calgary and his high school education in Claresholm, Alberta.

Following graduation from Calgary Normal School in 1925, he taught in rural schools until 1930. From 1930 until 1933 he was principal of Stavely High School.

Dr. Coutts received his B.A. degree in 1935 from the University of Toronto with first class honours standing. During his work in Toronto he also received the Webster Prize in English, the Hamilton Fisk Biggar scholarship, and the Prince of Wales Silver Medal.

In 1935, Dr. Coutts joined the staff of Claresholm High School and in 1939 was appointed principal of the school. During the period up to 1942 he received his High School Teachers' Diploma with first class general standing and his M.A. degree from the University of Alberta.

He was appointed superintendent of schools with the Department of Education in 1943 and was assigned to the Wainwright School Division. In 1946, he joined the staff of the Faculty of Education as associate professor of education. He received his Ph.D. degree from the University of Minnesota in 1950 and in the same year was appointed chairman of the Faculty of Education's division of secondary education. In 1951, Dr. Coutts was promoted as professor of education with the Faculty of Education. He will succeed Dr. H. E. Smith as dean in September of this year.

Dr. Coutts is married and has five children. He has been active in boys' work and is at present general superintendent of Metropolitan United Church Sunday School. He has been co-editor, co-author, and author of a number of publications in the language and literature textbook fields.

In Memory

Name	District, Division or County	Address	Date of Death
*Anne Anderson	Calgary S.D. 19	Calgary	Nov. 14, 1954
Philip J. Brown	Edmonton S.D. 7	Edmonton	March 3, 1955
*Harry L. Fisher	Pembina S.D. 37	California	Dec. 28, 1954
Olive T. Forbes	Athabasca S.D. 42	Boyle	Mar. 29, 1955
*Ada L. Forward	Edmonton S.D. 7	Indiana	Feb. 8, 1955
*Annie E. Fraser	Edmonton S.D. 7	Edmonton	Feb. 5, 1955
*Florence M. Greer	Calgary S.D. 19	Calgary	Oct. 30, 1954
*Stanley Hinton	Calgary S.D. 19	England	Oct. 9, 1954
Wilma H. Hughes	Edmonton S.D. 7	Edmonton	Jan. 26, 1955
*J. M. Hutchinson	Calgary S.D. 19	Calgary	Oct. 18, 1954
*Frank DesBarres Johnson	Calgary S.D. 19	Ocean Park, B.C.	Apr. 18, 1955
Sr. Harriet O'Brien Kelly	Lethbridge Sep. S.D. 9	Lethbridge	Apr. 28, 1954
*D. J. Lonsberry	Lethbridge S.D. 51	Lethbridge	Jan. 5, 1955
*John M. Macdonald	Strawberry S.D. 49	Buck Lake	Oct. 9, 1954
*Margaret G. McDonald	Olds S.D. 31	Carstairs	Mar. 22, 1955
Ruby E. McDonald	Wetaskiwin S.D. 264	Wetaskiwin	Apr. 3, 1955
*Lillian McMaster	Peace River S.D. 10	Vancouver, B.C.	Mar. 7, 1955
Mary C. Nowicki	Wetaskiwin S.D. 264	Wetaskiwin	Oct. 7, 1954
*George L. O'Grady	Bonnyville S.D. 46	Edmonton	Nov. 13, 1954
*James A. Pattullo	Neutral Hills S.D. 16	Vancouver, B.C.	Dec. 15, 1954
Raymond F. Saunders	Lacombe S.D. 56	Rimbey	Aug. 8, 1954
Sophie A. Sawka	Red Deer S.D. 35	Edmonton	Jan. 23, 1955
Reinhold Schneider	Spirit River S.D. 47	Rycroft	Aug. 31, 1954
Olga Helene Sekjar	Medicine Hat S.D. 76	Medicine Hat	Oct. 1, 1954
*Elsie A. Smith	Spruce Hill S.D. 4796	Millet	Mar. 9, 1955
*Edna Sutherland	Edmonton S.D. 7	Victoria, B.C.	Nov. 6, 1954
Howard Payne Thoreson	Edson S.D. 12	Lloydminster	Oct. 24, 1954

***Pensioners**

Executive Council
The Alberta Teachers' Association
1955-1956

Table and Executive Officers



H. J. M. ROSS
Vice-President



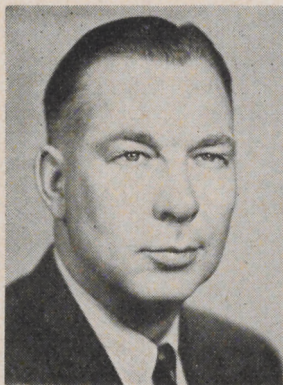
G. S. LAKIE
President



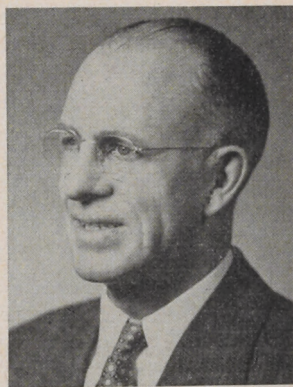
ERIC C. ANSLEY
General Secretary-Treasurer



F. J. C. SEYMOUR
Assistant General Secretary

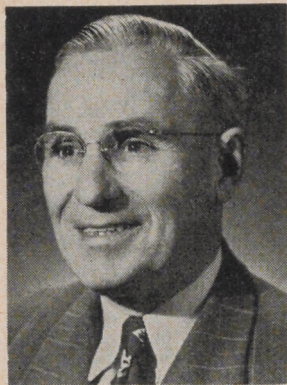


F. J. EDWARDS
Past President

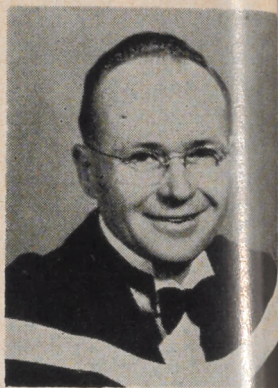


W. ROY EYRES
Executive Assistant

District Representatives



D. A. PRESCOTT
Central Western Alberta



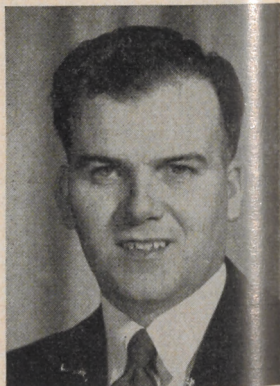
W. D. McGRATH
Northwestern Alberta



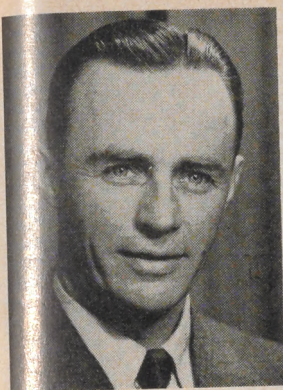
INEZ K. CASTLETON
Calgary City



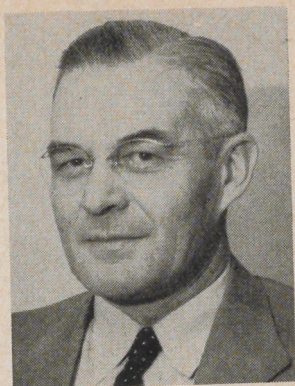
M. W. McDONNELL
Central Eastern Alberta



R. B. McINTOSH
Southwestern Alberta



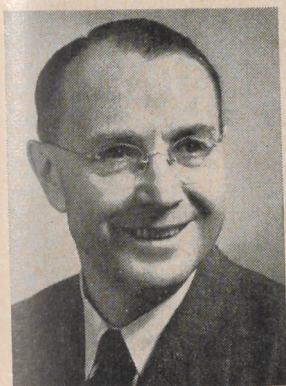
R. F. STAPLES
Edmonton District



L. R. WORKMAN
Calgary District



DOROTHY BENJAMIN
Southeastern Alberta



W. E. KOSTASH
Edmonton City



N. J. ANDRUSKI
Northeastern Alberta

Banff Workshop Alberta Teachers' Association

August 15-20, 1955

Banff School of Fine Arts

WHO MAY ATTEND

One teacher from each local association may be registered in the General Course. If facilities permit, additional representatives, and then individual teachers, will be accepted in order of application.

One other teacher from each local association may be registered in the Education Writing Course. Applicants will be accepted up to a maximum of eighteen in order of application.

HOW DELEGATES APPLY

The prescribed application forms have been sent to secretary-treasurers of local associations, and must be completed and returned to head office on or before June 15, 1955

WHAT IS THE FEE

A fee of \$49 for each delegate covers registration, room, board, coffee, and tips. Wives or husbands of delegates staying at the chalets will be charged \$48. A charge of \$4 covering registration and coffee will be made for those

not staying in residence. Reduced rates are in effect for children, according to age. All fees must be sent to head office with each application.

WHAT FORM DOES COURSE TAKE

All delegates will meet in general session at 9:30 a.m., Monday, August 15. Panel discussions will be held on Tuesday and Thursday evenings. A general session on Saturday morning, August 20, will end the course.

Two half-day group sessions are spent on each topic in the General Course. The Education Writing Course comprises eight half-day sessions.

WHAT ARE THE GENERAL COURSE TOPICS

This year, the General Course topics are

- Alberta Teachers' Association Administration
- Curriculum Making
- Group Dynamics
- Educational Publicity and Public Relations

APPLICATION DEADLINE IS JUNE 15



Administration Building, Banff School of Fine Arts

WHERE DO DELEGATES REGISTER

Registration will take place in the office, Administration Building, Sunday afternoon and evening, August 14.

WHAT ACCOMMODATION IS PROVIDED

Accommodation at the Chalets, Banff School of Fine Arts, is available for delegates and their husbands or wives. Delegates bringing their families will be accommodated if room is available after placement of others.

WHAT ABOUT MEALS

Meals are served in the Dining Room, Chalet No. 2.

WHAT ABOUT RECREATION

Entertainment will be provided in the form of a square dance on Monday

evening. Wednesday afternoon and evening will be left free for sight-seeing, fishing, and relaxation. Banff offers splendid opportunities for trips, swimming, golf, canoeing, riding, hiking, and dancing.

WHAT FINANCIAL ASSISTANCE IS OFFERED TO LOCAL ASSOCIATIONS

The necessary transportation expenses to the 1955 Banff Workshop of **one** delegate from each local association will be paid from the funds of the Alberta Teachers' Association. Transportation expenses will be railway coach fare from home and return, at excursion rates, if such are in effect. Transportation allowances will be paid to the secretary-treasurer of the local association after the workshop, not to the individual delegate.

MAKE YOUR RESERVATIONS EARLY

Resolutions Adopted by Annual General Meeting, 1955

Current Resolutions

C 3/55 **BE IT RESOLVED**, that the September issue of *The ATA Magazine* be distributed to the teachers early in September of each year.

C 8/55 **BE IT RESOLVED**, that the Alberta Teachers' Association Library be so organized that any teacher can secure a particular book without participating in the package plan.

C11/55 Whereas; it has been noted that an increasing number of organizations, government agents, and business firms, have been requesting and obtaining school time to sponsor a variety of educational projects, and

Whereas; these organizations must not separately realize the great inconvenience they cause by interfering with the normal school routine, and

Whereas; much prestige of our schools is lost when such organizations plan their various activities without due regard and respect to school time, so important to both teachers and students, and

Whereas; although we, as teachers, realize the educational value of many of these programs, such extra-educational projects should be organized and planned so that they do not encroach upon the school time,

BE IT RESOLVED, that the Executive Council protest most vigorously to all such offending parties and to the Department of Education of such interference of school schedules, and further **BE IT RESOLVED**, that the Pub-

lic Relations Committee of the Alberta Teachers' Association immediately launch a publicity campaign, asking the cooperation of government agents, business firms, and all other organizations, in planning and organizing all their educational projects and activities for times other than during normal school hours.

C17/55 Whereas; many of our present teacherages are not adequate in space or construction,

BE IT RESOLVED, that the Department of Education be asked to put into effect a list of minimum essentials as to floor space and number of rooms, and further

BE IT RESOLVED, that the Department of Education be requested to authorize grants for teacherages built according to specifications.

C22/55 **BE IT RESOLVED**, that the actuary's recommendations to the 1955 Annual General Meeting with respect to refunds and estreatments be amended to read as follows and be so approved:

- (1) no refund shall be granted of the first two years' contributions;
- (2) the refund shall be all contributions, excluding contributions made in the first two years; and
- (3) full interest shall be credited on all contributions after the first two years;

and further

BE IT RESOLVED, that this Annual General Meeting request the Executive Council to take

the necessary steps to have the By-laws with respect to refunds amended as outlined above.

C26/55 Whereas; school textbooks and reference books have become very expensive during the past few years,

BE IT RESOLVED, that the Alberta Teachers' Association request the Department of Education to reduce the cost of these books by a special grant.

C27/55 Whereas; each year the rapidly expanding urban areas have an inadequate supply of free readers, and

Whereas; many established rooms have an inadequate supply, and Whereas; the required policy has been for school staffs to make their requisitions almost a year in advance of the fall term, and

Whereas; by the said policy an accurate estimate of the enrolment of new classrooms cannot be made,

BE IT RESOLVED, that the present policy be altered to make an adequate supply of readers available to all classrooms in September.

C29/55 **BE IT RESOLVED**, that the Executive Council request the Department of Education and the Faculty of Education to issue a teacher's statistical record book showing qualifications and experience, and in the interval to endeavour to expedite the processing of requests from teachers for statements of qualifications.

C30/55 **BE IT RESOLVED**, that this Annual General Meeting extend to the School Book Branch sincere congratulations on the prompt and efficient manner in which school book orders were handled during the past year.

C33/55 Whereas; it was understood that *The Emergency Teacher Training Act* was presented to the Leg-

Policy resolutions, as amended and adopted by the 1955 Annual General Meeting, are not printed in this issue of *The ATA Magazine*. They will be contained in a separate policy resolutions booklet which will be distributed to councillors and secretaries of local associations.

islative Assembly by the Minister of Education in order to provide persons with some measure of training to operate isolated schools where no teacher is available, and

Whereas; *The Emergency Teacher Training Act* placed no restrictions on types of schools wherein student-teachers could be employed,

BE IT RESOLVED, that the Alberta Teachers' Association request the Minister of Education to restrict employment of student-teachers to one-room schools where no teacher is available.

C34/55 Whereas; the Alberta Teachers' Association believes that four years of training should be required for all teachers before permanent certification is granted, and

Whereas; two years of training was required in Alberta prior to 1954 for permanent certification,

BE IT RESOLVED, that the Executive Council of the Alberta Teachers' Association request the Minister of Education to amend the present regulations to provide that a minimum of two years of training be required for temporary certification and four years of training for permanent certification.

C35/55 **BE IT RESOLVED**, that statement number four in the Alberta Teachers' Association Educational Platform be amended to read,

"Promotion on the basis of seniority, all other qualifications being equal."

C36/55 **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Board of Teacher Education and Certification to review its terms of reference so that all matters pertaining to certification and training of teachers be considered by the Board prior to action by the Minister of Education or the Faculty of Education.

C37/55 **BE IT RESOLVED**, that the provincial affiliates of the Canadian Teachers' Federation that do not pay the prescribed fee and that have not been granted a waiver of all or part of said fee, by the Canadian Teachers' Federation in conference, or in case of emergency, by the Board of Directors, be notified that unless the prescribed fee is paid by a date set by the Canadian Teachers' Federation, which in no case shall be more than six months after the end of the financial year (June 30), the affiliate in arrears shall be suspended, until such time as the fee is paid or is remitted, either in whole or in part, and further

BE IT RESOLVED, that the Board of Directors be instructed to collect arrears of fees, accruing since June 30, 1953 that have not been remitted.

C38/55 **BE IT RESOLVED**, that this Annual General Meeting of the Alberta Teachers' Association endorse the following resolution and submit it to the Annual General Meeting of the Canadian Teachers' Federation—

"**BE IT RESOLVED**, that this Annual General Meeting of the Canadian Teachers' Federation set the annual fee at not less than \$1 and not more than \$2 per member to be paid by each af-

filiated organization in respect of each member of such affiliated organization, and that this fee be allocated as 80 percent for general revenue and 20 percent for trust funds."

C39/55 **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association make representations to the Department of Education expressing the view that, when a student fails to obtain a Grade IX diploma, he be not admitted to courses in the senior high school program, unless this authorization is granted by the Special Cases Committee.

C40/55 **BE IT RESOLVED**, that the Alberta Teachers' Association establish eleven annual scholarships in the amount of \$500 each, to be known as the William Aberhart, H. D. Ainlay, J. W. Barnett, W. E. Frame, C. O. Hicks, M. E. LaZerte, John Macdonald, H. C. Newland, Clarence Sansom, T. E. A. Stanley, and A. J. Watson scholarships, as a tribute to the honorary life members of the Alberta Teachers' Association, and to be granted as follows: two to graduate students in education; two to University of Alberta graduates in faculties other than education entering the Faculty of Education with the intention of making teaching a career; four to education students at the completion of their third year in the bachelor of education program at the University of Alberta and continuing in the University of Alberta for their fourth year of teacher training; and three to teachers in the field who have completed three years of teacher education and are proceeding towards the fourth year in the bachelor of education program at the University of Alberta, such scholarships to be granted

Pedagogue Report Card Patter

AL BARANDON

Reprinted from *North Carolina Education*

If you are bewildered by a teacher's comments on report cards, here is my translation:

"Michael does not socialize well."

(This means Mike is always beating some other kid's brains out.)

"John is progressing very well for him."

(Don't feel so happy, Pappy—this means Johnny is a dope. He's 12 years old and has just learned 2 and 2 make 4, which, as teacher points out, is progress—for him.)

"Frank's personality evidences a lack of social integration."

(This is a nice way of saying Frank is a stinker.)

"Oscar shows a regrettable lack of self-control."

(This means Oscar doesn't do what teacher wants. Self-control means how much control the teacher has over Oscar.)

"Henry seems emotionally immature for the first grade."

(Get out little Hank's birth certificate, Mother—this means that teacher thinks you lied about his age to get him in school.)

"Jerome participates very fully in class discussions."

(This may be good or bad. It means that Jerry never shuts his big yap. Perhaps he'll grow up to be a salesman.)

"James is an individualist."

(Another nice way of saying Jim is a trouble-maker.)

"Richard's work indicates a lack of mastery over the upper ranges of the fundamental combinations necessary for arithmetical computation."

(Don't rush to a psychiatrist—just teach Dick his 7, 8, and 9 times tables—he doesn't know them.)

"Nathan's lack of muscular coordination prevents him from participating fully in body-building activities."

(Cut down on the calories, Mom—Nat's too fat to play games.)

"Robert is a well-adjusted, wholesomely integrated individual."

(Jackpot, Brother, you're in. Bobby is teacher's pet.)

upon application and according to regulations approved by the Executive Council of the Alberta Teachers' Association.

C41/55 **BE IT RESOLVED**, that the Alberta Teachers' Association establish a professional assistance program by appropriating an amount of \$5000 from current revenue during 1955 to make available loans to a maximum of \$800 each as financial assistance to students in education to enable them to complete their intramural program in the Faculty of Education of the University of Alberta, and further

BE IT RESOLVED, that such loans be made available interest free but insured against loss due to death or disability at the cost of the borrower, and that repayment of the loans be at the rate of at least \$200 each year after permanent re-employment.

C42/55 **BE IT RESOLVED**, that the Alberta Teachers' Association encourage its members to improve their qualifications through university training at either winter or summer sessions.

C43/55 Whereas; under normal conditions a considerable number of teachers annually terminate contracts with school boards, and Whereas; British law basically protects the right of the individual to freedom of movement in the practice of his vocation or profession,

BE IT RESOLVED, that the Alberta Teachers' Association protest most vigorously the undemo-

cratic restrictions placed on teachers by the addition of Section 331a to *The School Act*, 1952.

C46/55 **BE IT RESOLVED**, that retired teachers be permitted to teach up to sixty days in a school year, without loss of pension, but that no retired teacher be granted this privilege until he has reached the age of 65, or whatever maximum retirement age may be established in the future.

C47/55 **BE IT RESOLVED**, that the Alberta Teachers' Association enter into negotiations with the Minister of Education and the Government of the Province of Alberta regarding pensions on the following basis:

- (1) the government should pay 50 percent of pensions (at the higher level) and take care of the deficit;
- (2) teachers should pay 5 percent and school boards ½ percent;
- (3) pensionable service for a normal pension should be the years of teaching service between age 30 and age 68, to a maximum of 35 years;
- (4) the 35-year limit on contributions should be removed;
- (5) a normal pension should be 1½ percent for service to September 1, 1952, and 1½ percent thereafter (maximum pension 58½ percent of the highest five years' average salary); and
- (6) the investment powers should be broadened.

Resolution Referred to Executive Council

C 6/55 Whereas; the administration costs of many locals are excessively high because their geographical positions make extensive travelling necessary, and Whereas; these locals are forced to curtail their activities, there-

by reducing services to teachers, **BE IT RESOLVED**, that the Executive Council name a committee to facilitate additional refunds to locals—upon an equalization principle—to meet additional costs.

Notice to Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application. All teachers, **who plan to retire as at June 30, 1955**, are urged to contact the Board as soon as possible, so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office **before September 1, 1955** (see 9 [f]). Address all letters to Barnett House, 9929 - 103 Street, Edmonton, Alberta.

**Eric C. Ansley,
Secretary-Treasurer,
Board of Administrators.**

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

Resolution Referred to ATA Curriculum Committee

C10/55 Whereas; the readers for Grades I to VI provided by the Department of Education are excellent "general purpose readers" for the teaching of "skills and techniques" in reading, and
Whereas; the said readers contain only a few examples of the very best prose and poetry found in our language for study of fine literature, and
Whereas; busy teachers have insufficient time to select suitable literature to supplement that in the present readers, and the absence of text in the hands of the pupils handicaps both teachers and pupils,

BE IT RESOLVED, that the Department of Education be requested to have published special literature textbooks containing a representative selection of the best of English prose and poetry suitable for each different grade level, and further

BE IT RESOLVED, that these textbooks, when published, be placed in the hands of both teachers and pupils so that our heritage of fine literature shall be handed on to our children through the schools.

General By-Laws, Alberta Teachers' Association

The following are the General By-laws of the Alberta Teachers' Association, adopted by a two-thirds majority vote at the 1955 Annual General Meeting.

Interpretation

1. In these By-laws unless the context otherwise requires:

- (1) "Association" shall mean the Alberta Teachers' Association referred to in *The Teaching Profession Act*, being Chapter 298, R.S.A. 1942, and amendments thereto.
- (2) "Annual General Meeting" shall mean the Annual General Meeting of the Association.
- (3) "Councillor" shall mean a duly elected representative of a local and one of its delegates to the general meetings of the Association.
- (4) "District" shall mean a district of the Association constituted by the Executive Council as approved by resolution of the Annual General Meeting.
- (5) "Executive Council" shall mean the Executive Council of the Association.
- (6) "Executive committee" shall mean the executive body of a local.
- (7) "General meeting" shall mean any general meeting of the Association other than the Annual General Meeting.
- (8) "General secretary-treasurer" shall mean secretary, secretary-treasurer or general secretary-treasurer of the Association.
- (9) "Local" shall mean a local association of the Alberta

Teachers' Association constituted by the Executive Council.

- (10) "Member" shall mean a member in good standing of the Association.
- (11) "Secretary" shall mean the secretary or secretary-treasurer of a local.
- (12) "Sub-local" shall mean a unit of a local association constituted by the Executive Council.
- (13) "Teacher" shall mean a person holding a valid certificate of the Minister of Education of the Province of Alberta.

2. These By-laws as presently in force, or as altered, amended or repealed from time to time, shall be taken and be deemed to be the governing By-laws of the Alberta Teachers' Association.

Membership

3. (1) Membership in the Association shall be determined by the provisions of *The Teaching Profession Act*, and amendments thereto. An applicant shall be and become a member of the Association upon enrolment and being issued with the usual certificate of membership signed by the general secretary-treasurer and sealed with the Association's corporate seal.
- (2) Upon retirement from teaching, a member may, on the resolution of the Executive

Council, be declared a life member of the Association. Such a member shall have all the rights and privileges of an ordinary member except the right to vote, and shall be exempt from the payment of fees.

- (3) A member of the Alberta Teachers' Association, or other person, who has given meritorious service to the teaching profession and the advancement of education may, on the resolution of the Executive Council, passed by at least a two-thirds majority vote, be declared an honorary member of the Association. Such a member shall have all the rights and privileges of an ordinary member except the right to vote, and shall be exempt from the payment of fees.
- (4) Any person as defined in Section 5(2) of *The Teaching Profession Act*, upon application and payment of the prescribed fee, may become an optional member.
- (5) Upon payment of the prescribed fee an unemployed teacher may apply for membership in the Association. Upon enrolment and the issuance of the official certificate of membership he shall be deemed to be in good standing for one year, provided that if within such year he secures employment as a teacher for a continuous period of one (1) month By-law 3(1) will apply, and provided further that he shall not be entitled to vote in the election of the Executive Council.
- (6) Any student in the Faculty of Education of the University of Alberta may become a provisional member of the Association upon the payment of

such fee as may be prescribed by the Annual General Meeting; a provisional member shall have the same rights, privileges and benefits as any other member, provided however that he shall remain in good standing only until six months after the close of the training term or one month after securing employment as a teacher in a school under the jurisdiction of the Department of Education, and provided further that a provisional member shall not be entitled to vote in the election of the Executive Council.

4. (1) Any member of the Association, who teaches within the boundaries of a local, shall be a member of such local, but if he teaches in an area where active participation in a local is impractical he shall be deemed to be a member-at-large.
- (2) The Executive Council shall be empowered to declare that a member-at-large shall be a member of such local as it may designate.

Fees

5. (1) The fees for membership in the Association shall be those recommended by the Executive Council and prescribed from time to time by a two-thirds majority vote of the Annual General Meeting. The payment of fees shall be a condition precedent to membership unless such fees are paid in accordance with Section 11 of *The Teaching Profession Act*, and amendments thereto. Notwithstanding anything contained in these By-laws, the annual fees payable by members will be such as shall provide sufficient revenue for the current year

to meet all operating expenses and fixed charges including allocations to trust funds established from time to time.

- (2) Until varied pursuant to By-law 5(1) the fees payable shall be computed upon the following bases:

Where the annual salary of the member does not exceed \$1499—\$1.25 per calendar month or \$15.00 per annum.

Where it exceeds \$1499 but does not exceed \$1999—\$1.50 per calendar month or \$18.00 per annum.

Where it exceeds \$1999 but does not exceed \$2499—\$1.75 per calendar month or \$21.00 per annum.

Where it exceeds \$2499 but does not exceed \$2999—\$2.00 per calendar month or \$24.00 per annum.

Where it exceeds \$2999 but does not exceed \$3499—\$2.25 per calendar month or \$27.00 per annum.

Where it exceeds \$3499 but does not exceed \$3999—\$2.50 per calendar month or \$30.00 per annum.

Where it exceeds \$3999 but does not exceed \$4499—\$2.75 per calendar month or \$33.00 per annum.

Where it exceeds \$4499 but does not exceed \$4999—\$3.00 per calendar month or \$36.00 per annum.

Where it exceeds \$4999—\$3.25 per calendar month or \$39.00 per annum.

- (3) Ten (10) or more teaching days shall be assessed as a month; less than ten (10) teaching days shall be disregarded.
- (4) From the amount paid, the general secretary-treasurer shall remit to each local the sum of sixty (60) cents per

calendar month for each member of such local and remittances shall be made as determined by the Annual General meeting.

- (5) In addition to the fees prescribed in the schedule in subsection (2) hereof, a member of a local shall be required to to pay such fee as the local of which he is a member may determine.

- (6) The schedule of fees payable by optional members shall be in accordance with the following schedule:

Where the annual salary does not exceed \$1999—\$6.00 per annum.

Where it exceeds \$1999 but does not exceed \$2999—\$9.00 per annum.

Where it exceeds \$2999—\$12.00 per annum.

- (7) The fee for membership of an unemployed teacher shall be \$6.00 per annum.

6. Notwithstanding anything otherwise in these By-laws contained, the Executive Council may in the event of legal strike or lockout, involving members of the Association, levy upon and collect from all members not thereby affected an assessment not exceeding \$1.00 per week per member for the duration of the strike or lockout, and for as long after the strike or lockout is settled as deemed necessary by the Executive Council. The moneys so collected shall be deemed to be additional membership fees and shall be added to the fund for reserve and emergency herein otherwise established.

7. (1) There shall be established and maintained a special fund to be known as The Supplementary Pension Fund of the Alberta Teachers' Association (in this By-law called The Fund), for the purpose of providing

certain retired teachers with pension in addition to pensions under *The Teachers' Retirement Fund Act*, as amended from time to time.

- (2) The Fund shall be established and maintained by a levy of up to one-half ($\frac{1}{2}$) of one (1) percent of the salaries of all members of the Association, and the amount of such a levy may be reviewed yearly, provided that by resolution of the councillors at any Annual General Meeting the said levy may be discontinued at any time between December 31, 1954 and December 31, 1958, if, in the opinion of the said councillors, sufficient reserves will be available, at the time of such discontinuance, to provide for the estimated requirements of The Fund.
- (3) The aforesaid levy shall be deemed to be additional membership dues payable as provided in Section 11 (1) of *The Teaching Profession Act*.
- (4) The Executive Council shall be charged with the administration of The Fund and shall invest, maintain, disburse and manage the same as hereinafter set forth and subject to such regulation as the Executive Council may establish not inconsistent herewith.
- (5) The Executive Council shall disburse The Fund by monthly payments as follows: to each teacher who retired before April 1, 1948, and receives a pension under *The Teachers' Retirement Fund Act*, such amount as, when taken together with said pension will provide him with a total pension of sixty-five dollars (\$65.00) per month.
- (6) The said supplementary pension shall be paid upon application and without a means

test, and the teachers who are eligible for pension under The Supplementary Pension Fund shall be notified that they are eligible for benefits.

Local Associations

8. Any twelve members of the Association may apply to the Executive Council to form a local by instructing the *pro tem* or provisional secretary-treasurer of such proposed local to submit a copy of its proposed constitution and by-laws to the general secretary-treasurer; the Executive Council may thereupon issue a charter under the seal of the Association constituting the local.
9. The administrative body of a local shall be an executive committee composed of a president, vice-president, secretary-treasurer, and as *ex-officio* members, the councillors of such local.
10. The officers of the local and the councillors shall be elected annually by the members thereof not later than December 31, or at such time as the executive committee may direct. Should a councillor resign, cease to be a member of the local which he represents, or for any other reason become unable to act as a councillor during his period of office, the executive committee of the local shall arrange forthwith for the election of his successor.
11. The councillors to the general meetings of the Association shall hold office throughout the year and each shall:
 - (a) attend all sessions of the general meetings of the Association;
 - (b) develop reciprocal relations between the members of his local and the general meetings of the Association and the Executive Council by—
 - (i) rendering full reports of the proceedings and decisions of the general meetings of the Association to the general meetings of the local,

the executive committee of the local, and meetings of sub-locals, and

- (ii) generally co-operating with the Executive Council and executive committee of the local.

12. It shall be the duty of the local to co-operate with and generally assist each councillor in fulfilling his duties as herein set forth.
13. Locals shall hold meetings at least once a year and as often as the same shall be convenient and expedient, and it shall be the duty of the officers to provide a place of meeting and a program or subject for discussion. A quorum shall be determined by the constitution of the local but in no case shall be less than six. The president, on his own initiative, or at the request of the executive committee, or at the request of one of the councillors, or at the request of five (5) members, may call a special meeting and all members shall be notified of the time, place and purpose of such meeting.
14. Each local shall, by its secretary or otherwise, make an annual report to the Executive Council at such time or times as the Executive Council may require. Such report shall contain the names of the members of the executive committee and any other information requested by the Executive Council.
15. The constitution, by-laws, or rules and regulations of any local shall be subject to revision, addition or disallowance by the Executive Council.
16. The majority vote of a regularly called meeting of a local shall control the electoral vote of the local, and the secretary shall promptly notify the general secretary-treasurer of the result. The local shall be entitled to as many electoral votes as there are councillors who represent it.
17. (1) In cities where more than one local exists, the presidents of

the locals shall, immediately upon assuming office, organize an adjustment committee consisting of representatives elected by each and every local in such city.

- (2) Where there arises a difference of opinion between such locals in matters of concern to more than one local or group, no pronouncement shall be made to the public or outside bodies thereon until the adjustment committee has considered the dispute or disagreement, announced the consummation of an agreement and presented a case concurred in by all locals or groups. Thereupon an announcement of policy or presentation of case shall be made by and through one person, duly authorized by the adjustment committee.
- (3) In the event an adjustment committee finds it is unable to compose such differences among the locals, the adjustment committee or any one of the locals may appeal to the Executive Council, which shall promptly cause enquiry to be made and conference held. Pending the decision of the Executive Council no action shall be taken by any of the locals or members thereof, and no public announcement made.

General Meetings

18. The president of the Association shall preside at all general meetings.
19. The Association shall be governed by an Annual General Meeting to be arranged by the Executive Council during Easter week of each year, or at such other time as it may determine.
20. The Annual General Meeting shall be composed of the Executive Council and duly accredited councillors



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UNIONVILLE — ONTARIO

- of locals. Councillors to the meeting shall be members of locals and the number representing a local shall be on the basis of one councillor for every fifty (50) members or fraction thereof, provided that every local shall be represented by at least two (2) councillors.
21. The Annual General Meeting shall receive the reports of the Executive Council and may deal with any question arising therefrom; it shall deal with any business brought before the meeting by the Executive Council or by any local or the executive committee or any councillor thereof. At least fifteen (15) days prior to the meeting, the general secretary-treasurer shall send to the secretary and councillors of all locals the agenda of business of the meeting.
 22. By-laws and resolutions involving the expenditure of money of the Association shall be referred to the Executive Council for recommendation or report before being presented to the Annual General Meeting.
 23. The necessary transportation expenses of councillors to general meetings shall be paid from the funds of the Association.

Administration

24. The Executive Council shall be the executive and administrative body of the Association.
25. The Executive Council shall consist of fourteen (14) members, namely, the president, the vice-president, the immediate past president, and the general secretary-treasurer, and ten (10) district representatives. The president, vice-president and district representatives shall hold office from the time of their installation until their successors have been elected and installed in office. They shall be elected by ballot of the members of the Association as herein provided. The general secretary-treasurer shall be appointed by the Executive Council.
26. The officers of the Association shall be the president, the vice-president, the immediate past president, and the general secretary-treasurer.
27. In the absence of the president, the vice-president shall assume his duties, and in the absence of the president and vice-president, the immediate past president shall act as president.
28. Seven (7) members of the Executive Council shall constitute a quorum.
29. Should a vacancy occur on the Executive Council during the year, the remaining members of the Executive Council may appoint a member of the Association to fill such vacancy.
30. The general secretary-treasurer shall not be entitled to vote at meetings of the Executive Council or at general meetings of the Association.
31. The president and general secretary-treasurer shall be *ex officio* members of all committees of the Executive Council.
32. Any member of the Executive Council who absents himself from two (2) consecutive meetings of the Executive Council shall *ipso facto* vacate his seat on the Council, unless such absences be sanctioned by resolution at the next regularly called meeting of the Council.
33. A person shall be eligible for election to the Executive Council, if at the time of his nomination he:
 - (a) is a member in good standing,
 - (b) is entitled to vote in the election of the Executive Council, and
 - (c) has for not less than four (4) consecutive years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canadian Teachers' Federation,
 provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this By-law.

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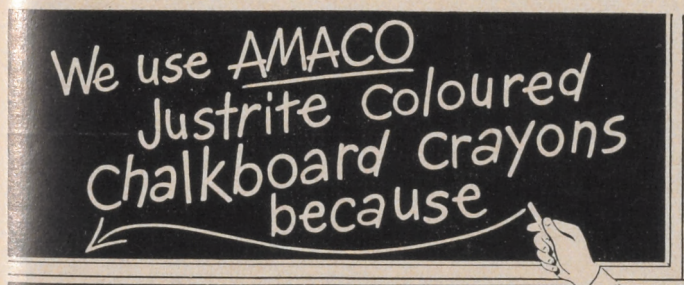
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34. The members of the Executive Council shall receive remuneration as the Association may in general meeting vote for that purpose, and in addition to such remuneration, if any, the members of the Executive Council shall be paid all travelling and other expenses incurred while on business of the Association.
35. The Executive Council may, subject to the provisions of *The Teaching Profession Act*, exercise all powers of the Association as are not expressly directed or required to be exercised in general meeting, provided however that no by-law made or action taken by the Association in general meeting shall invalidate any prior act of the Executive Council which was valid at its inception.
36. The Association shall be the bargaining agent for its members pursuant to the provisions of *The Alberta Labour Act*, being Chapter 8 of the Statutes of Alberta, 1947, and amendments thereto. The Association shall assume the duties of a bargaining agent only upon written request from the secretary-treasurer of a local.

Elections

37. Except as herein otherwise provided each member who has paid his fees for the calendar month preceding the counting of the ballots shall be entitled to vote in the election of the Executive Council.
38. (1) One-half of the members of the Executive Council other than officers shall be elected annually and shall hold office for a period of two years from the date of the first executive meeting following their election.
(2) For purposes only of the election immediately following the passage of this By-law, one-half of the districts of the Association shall elect a representative to hold office for

a period of two years as aforesaid, and one-half of the districts shall elect a representative for a period of one year. The Executive Council shall by lot determine which districts shall elect one-year representatives and which districts shall elect two-year representatives.

39. A notice calling for nominations shall be mailed to the secretary of each local not later than February 1. The notice shall state the offices for which the local may nominate candidates and that the candidates must accept in writing. Such notices shall be accompanied by nomination forms, candidates' acceptance forms, and a full set of rules governing nominations.
40. Any local by resolution at a regularly called meeting or at a meeting of the executive committee thereof, shall be entitled to nominate one (1) member as a candidate for election to the office of president, one (1) member as a candidate for election to the office of vice-president, and one (1) member as a candidate for election to the office of district representative for the district of which the local forms a part. Subject to the provisions of By-law 42, any member of the Association may be nominated for the office of president and vice-president. For the office of district representative a local may nominate one of its own members or one of the members of another local in the same district.
41. Subject to ratification by the Annual General Meeting, the boundaries of the districts which elect the district representatives shall be determined by the Executive Council.
42. To be eligible for nomination as a candidate for the office of president, the proposed nominee shall have served previously as a member of the Executive Council.
43. Nominations and acceptances must

- be received by the general secretary-treasurer not later than forty (40) days prior to the first day of the Annual General Meeting.
44. Upon receipt of any nominations a statement of such receipt shall be mailed to the nominee and to the secretary of the nominating local, and the nominee shall be notified that he may be present at all meetings of the scrutineers committee, either in person, or by agent duly authorized in writing.
 45. An alphabetical list of the names of members of the Association as enrolled on the preceding January 31 shall be published in each February issue of *The ATA Magazine*, and a notice shall be inserted in the December and January issues that such a list will be published. Should the name of a member be omitted from the list it shall be such member's responsibility promptly to notify the general secretary-treasurer, who shall thereupon place the member's name upon the list.
 46. There shall be two (2) returning officers, who shall be the general secretary-treasurer and the immediate past president, provided that if the immediate past president is a candidate for re-election the president shall appoint a member of the Association as the other returning officer.
 47. The scrutineers committee shall consist of the returning officers and each candidate or his authorized agent.
 48. The returning officers shall develop a device or system, the key to which shall be unknown to any others, in an endeavour to guarantee that any returned ballot shall have been originally mailed by the general secretary-treasurer, provided that there shall be no marking or other evidence on the ballot which may in any way impair the secrecy of the ballot.
 49. Not less than twenty-one (21) days prior to the first day of the Annual General Meeting the general secretary-treasurer shall mail two (2) ballots to every member entitled to vote. One ballot shall be for the election of president and vice-president, and the other for the election of district representative. The names of the nominating locals shall not appear on the ballots, but the same shall be published in *The ATA Magazine*.
 50. The ballots shall be mailed in plain, sealed envelopes which shall also contain an envelope addressed to a post office box as herein provided.
 51. Provisions concerning elections necessary for the assistance of voters in marking their ballots shall be published in an issue of *The ATA Magazine* before the election.
 52. Where there are more than two (2) candidates for any office, the transferable form of ballot shall be used, whereby the voter votes one (1), two (2), three (3), etc., in the order of his choice. In cases where there are but two (2) candidates, the cross may be used.
 53. The ballots shall be sealed in the said pre-addressed envelope provided and mailed to the designated box number either at Edmonton or Calgary, according to whether the Annual General Meeting is held at Edmonton or Calgary, so as to be received not later than 9:00 a.m. on the Wednesday following Easter Monday. No ballots shall be accepted by the scrutineers committee from the post office until the morning of the third day of the Annual General Meeting.
 54. The scrutineers committee shall begin counting ballots at 9:00 a.m. on the third day of the Annual General Meeting.
 55. The scrutineers committee shall decide by a majority vote whether a ballot is valid or not, subject, however, to appeal by any candidate or his agent to the Executive Council within thirty (30) days thereafter.

The decision of the Executive Council shall be final and binding in all cases.

56. The scrutineers committee shall accept as valid any ballot on which the intention of the voter is clear and evident.
57. In the case of a tie vote, the president shall have a second or casting vote.
58. The returning officers shall render to the president a statement signed by them showing the number of votes cast for each candidate.
59. The result of the voting shall be announced by the president at the last session of the Annual General Meeting and the newly elected members of the Executive Council shall be installed and assume office forthwith.
60. After the counting, all the ballots shall be placed by the scrutineers committee in a container which shall be sealed. They shall be retained for a period of not less than thirty (30) days following the election, whereupon they shall be destroyed unless required by the Executive Council for a recount on appeal. At the conclusion of the recount on appeal they shall be destroyed.
61. (1) The following persons shall be entitled to appeal for a recount of the vote which shall be conducted in accordance with the provisions of this By-law:
 - (a) any defeated candidate (hereinafter called appellant) for the office of president or vice-president for whom the number of ballots cast, as counted by the returning officers, was not more than fifty (50) less than the number cast for the successful candidate;
 - (b) any defeated candidate (hereinafter called appellant) for the office of district representative for whom the number of bal-

lots cast, as counted by the returning officers, was not more than ten (10) less than the number cast for the successful candidate.

- (2) Such appeal for a recount shall lie to the Executive Council or such committee thereof as may be appointed for such purpose, which committee shall consist of not less than three (3) members of the Executive Council.
- (3) The appellant shall within twenty-one (21) days of counting of the ballots file with the general secretary-treasurer:
 - (a) a notice of his intention to appeal for recount of the vote by the Executive Council;
 - (b) a statutory declaration setting forth that in his opinion the returning officers, in counting the ballots, improperly counted or rejected a ballot paper, or made an incorrect statement of the number of ballots cast for or transferred to any candidate or improperly added up the votes.
- (4) Upon receipt of the said notice of intention and statutory declaration the general secretary-treasurer shall arrange with the Executive Council for a time and place for a recount of the vote and shall within twenty-one (21) days of the receipt of the said notice of intention notify the appellant of such time and place.
- (5) The appellant shall forthwith or general secretary-treasurer shall also by registered mail notify all candidates who may be affected of such time and place and shall state that they have a right to be present personally or by agent at the said recount.

(6) At the time and place appointed, the Executive Council or such committee as may have been appointed for the purpose, after being satisfied that the foregoing procedure has been complied with, shall proceed to recount the ballots relative to the appeal.

(7) The persons entitled to be present at such recount shall be the members of the Executive Council, the general secretary-treasurer, the appellant or his agent appointed in writing, and all other candidates who may be affected thereby or their agents appointed in writing.

(8) The result of the recount shall be determined by the majority vote of the Executive Council or its committee appointed for the purpose, and their decision shall be final and binding on all parties, provided that the officer or member of the Executive Council whose office or membership is in question shall not participate in the count.

(9) The result shall be communicated to the general secretary-treasurer, who shall thereupon announce the result of the recount and shall cause the said announcement to be printed in the next issue of *The ATA Magazine*.

(10) In the event that an appellant is successful, the candidate who had been improperly installed in office shall no longer be an officer or member of the Executive Council, as the case may be, and the successful appellant shall assume office or attain membership on the Executive Council in his stead.

62. Except as herein otherwise provided, the general secretary-treasurer shall be responsible for the sending out of the prescribed notices, the preparation of the list of those entitled

to vote, clerical work and other incidental matters.

Accounts

63. The Executive Council shall cause true accounts to be kept of the sums of moneys received and expended by the Association and of all matters in respect of which receipts and expenditures take place, and of the assets and liabilities of the Association. Such books of account shall be kept by the general secretary-treasurer at such place or places as the Executive Council may direct.

64. The Executive Council shall appoint auditors of the Association who shall make an annual audit of the books and accounts of the Association for each fiscal year and prepare and submit to the Executive Council an appropriate financial statement.

Trust Funds

65. The general funds of the Association shall be subject to appropriations by the Executive Council as hereinafter provided for the purpose of establishing and maintaining trust funds for scholarships, libraries, and research facilities and other objects and purposes beneficial to the members of the Association.

66. The Executive Council shall be charged with the administration of the said trust funds and subject to the other provisions of this By-law and such regulations as it may make from time to time shall appropriate, invest, disburse, maintain, and manage the same in its sole and uncontrolled discretion.

67. The amounts which may be appropriated from the general funds for the trust funds in any one year shall not exceed:

\$1,000 for scholarships and bursaries,

\$1,000 for libraries,

\$1,000 for research, and

- \$10,000 for reserve and emergency. The total amount so appropriated in any one year shall be one of the fixed charges of the Association.
68. The Executive Council shall as soon as reasonably convenient after appropriation invest the same as follows:
- (a) not less than 30% nor more than 50% in Dominion of Canada bonds,
 - (b) not more than 30% in provincial bonds,
 - (c) not more than 30% in municipal bonds of municipalities having a population exceeding 7500,
 - (d) not more than 15% in such other investments as the Executive Council may in its sole and uncontrolled discretion determine.
- Amendments to By-laws**
69. Alterations, additions, repeals and amendments of and to the By-laws may be proposed by the Executive Council or the Annual General Meeting or any local.
70. Any amendment proposed by the Annual General Meeting or a local (which shall be deemed to express the principle in draft form) shall be considered by the Executive Council at its first meeting following the last day of June. Thereupon, the Executive Council shall have the right to determine the final draft of such proposed amendment, provided however that the Executive Council shall not alter the principle, or purpose, or intention of such proposed amendment. Upon determination of such final draft or of the Executive Council's own proposed amendment, the Executive Council shall instruct the general secretary-treasurer to prepare copies thereof for submission on an electoral ballot form to the locals.
71. An electoral ballot form embodying the proposed amendment shall be mailed by the general secretary-treasurer to the secretary of each local not later than the last day of September.
72. At the first general meeting of the local thereafter, the executive committee shall submit the proposed amendment to the members. A majority of the members present thereat shall determine the electoral vote of the local, the result of which shall be transmitted to the general secretary-treasurer on or before such date as may be specified by the Executive Council.
73. If it is proposed to effect more than one by-law or clause or part thereof, the general secretary-treasurer shall prepare the electoral ballot in such a manner that the members may vote separately for or against each such proposed change.
74. The result of the electoral vote shall be reported by the general secretary-treasurer to the next Annual General Meeting. If a majority of the electoral vote favours the amendment or any part thereof, the same shall be submitted to the vote of the Annual General Meeting not later than the second day thereof.
75. A two-thirds majority vote at the Annual General Meeting shall be required to adopt any proposed amendment of these By-laws.
76. At the meeting of the Executive Council next following the Annual General Meeting the general secretary-treasurer shall present the amendment which was adopted by the Annual General Meeting. Thereupon the Executive Council shall declare that the By-laws be amended accordingly and such amendment shall come into force upon the day on which such declaration is made.

ATA Representatives

Members of the Association, appointed by the Executive Council to Alberta Teachers' Association committees for the year 1955-56, are as follows.

CTF Committee

Frank J. Edwards
G. S. Lakie
Lars Olson
H. J. M. Ross
Eric C. Ansley
F. J. C. Seymour

Curriculum Committee

T. Aoki
Inez K. Castleton
John C. Charyk
H. G. Forgues
G. Grant
A. E. Henderson
N. A. McNair Knowles
Edwin McKenzie
T. H. Murray
J. L. Picard
N. Poohkay
H. J. M. Ross
Eric C. Ansley
W. Roy Eyres

Discipline Committee

Inez K. Castleton
Ada Fraser
W. A. Kujath
H. L. Larson
R. Turner

Finance Committee

W. D. McGrath
D. A. Prescott
H. J. M. Ross

Library Committee

H. S. Baker
A. George Bayly
E. Clever
Ada Lent
A. J. H. Powell
F. J. C. Seymour

Pension Committee

Frank J. Edwards
Donald H. Gunn
Eva Jagoe
W. D. McGrath
Lars Olson
A. J. H. Powell
D. A. Prescott
L. Jean Scott
Michael Skuba
R. Turner
N. A. Wait

Public Relations Committee

H. J. M. Ross
Ray E. Shaul
F. J. C. Seymour

Resolutions Committee

Inez K. Castleton
M. W. McDonnell
H. J. M. Ross

Members of the Association, appointed by the Executive Council to Department of Education and to other committees for the year 1955-56, are as follows.

General Curriculum Committee

G. Grant
T. H. Murray
H. J. M. Ross
Eric C. Ansley

**Board of Teacher Education
and Certification**

G. S. Lakie
J. L. Picard
Eric C. Ansley

Elementary Curriculum Committee

Inez K. Castleton
Edwin McKenzie

Co-ordinating Committee

Frank J. Edwards
G. S. Lakie
H. J. M. Ross
Eric C. Ansley
F. J. C. Seymour

**Junior High School Curriculum
Committee**

T. Aoki
N. A. McNair Knowles

Faculty of Education Council

Eric C. Ansley

High School Curriculum Committee

John C. Charyk
A. E. Henderson

Teacher Recruitment Committee

Frank J. Edwards
Eric C. Ansley

**High School Entrance Examinations
Board**

N. Poohkay

**Alberta Advisory Committee on
Educational Research**

H. J. M. Ross
W. Roy Eyres

**High School and University
Matriculation Examinations Board**

H. G. Forgues

**The Alberta Federation of
Home and School Associations
Incorporated**

Frank J. Edwards

Promotion Policies Committee

F. W. Wootton

**Board of Administrators,
Teachers' Retirement Fund**

Lars Olson
A. J. H. Powell

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To the Editor:

... We at *Liberty* are starting a new department called "Your Family", in which we are paying \$50 for 600 to 700 words on problems relating to children. I wonder if you could publish an item in your magazine, asking teachers to submit these guest columns. I already have teachers from the various provinces writing on "the shy child", "what heroes should our children have", "when children lie and swear". I only insist that each column be written in the first person singular, and deal with a single problem illustrated by the teacher's personal experience. I'd like to have your readers write me in advance, suggesting what pupil problem they'd like to write about.

Gratefully yours

FRANK RASKY

Editor

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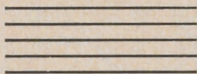
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NEWS

from
OUR LOCALS



Local and sublocal news received on or before the twentieth of any month is published in the next month's issue. Correspondents should submit copy on manuscript paper either typewritten or in longhand. Names of all persons should be accompanied by initials. Reports should be not longer than 150 words. All material is subject to editing.

Girouxville-McLennan Sublocal

The sublocal's seventh monthly meeting was held on April 2. Father J. Forget, representative to the local, reported that a decision concerning the locale for the 1955 fall convention would be reached by a vote of the three sublocals in the High Prairie Local. Members decided that the sublocal should sponsor an interschool track meet. Winners would then enter competition with winners from the other sublocals at High Prairie. The organization committee for the track meet includes: S. Lefebvre, Father A. Turenne, and Rene Anctil.

High Prairie Sublocal

The regular meeting of the sublocal held on March 28 was well attended. The main topic of the evening was the coming track meet, now scheduled for May 27. The meet will include all schools in the sublocal, and will be held in High Prairie, as in the past. The track meet committee consists of Ben Halbert, Fabien Tremblay, Rod Thomson and Kay Krupka. Dr. C. Tredger was guest speaker and gave a very interesting and informative talk on the infectious diseases which might be found among our school children.

Innisfail Sublocal

The March meeting of the sublocal was held at the Innisfail School. The pro-

gram, which followed a short business session, consisted of reports from each of the elementary grade teachers on what the teacher expected the pupils to know when they left each grade. Reports from the junior and senior high school teachers will be heard at the next meeting.

Second Edmonton District Convention Committee

Promotion policies and improvement in reading are to be the main themes of the annual two-day Second Edmonton District Teachers' Convention to be held in the Macdonald Hotel, Edmonton, in October. This was the decision reached by the convention committee which met on April 2.

This year the guest speakers will be asked to choose topics for their addresses which will cover the themes of the convention. A rotating system of invocation addresses was also planned for the future. The remainder of the convention program organization will roughly parallel last year's plan with the member local associations leading workshops and preparing panels and demonstrations on topics related to the themes. These locals include: Clover Bar, Coal Branch, Edson, Lac Ste. Anne, Stony Plain, and Sturgeon.

Mrs. Minnie Harris, Stony Plain, was re-elected convention president. John

Wright of Edmonton was elected secretary-treasurer, to replace Reginald H. Beere of Calmar, who was unable to continue in office because his school has been moved into another district by recent divisional boundary changes. Other officers elected were: Ralph E. Zuar, Edson, first vice-president, and John Paremko, Sturgeon, second vice-president.

Mrs. Mary Hyduk, Clover Bar; Mrs. Irene Nygaard, Edson; and Miss L. E. Smith and Percy L. Baxter, Lac Ste. Anne, were the other representatives present from the participating divisions. Two divisional superintendents were present: Munroe MacLeod of Stony Plain and John H. Finlay of Edson. W. Roy Eyres, executive assistant of the Alberta Teachers' Association, acted as adviser.

Stony Plain Local

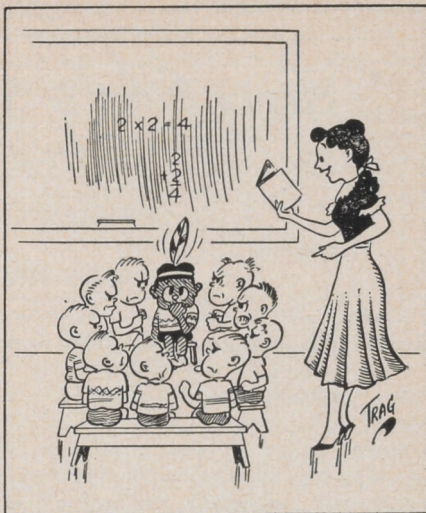
At the April meeting of the local, J. Hughes gave a report concerning the Annual General Meeting which he attended as councillor. Discussion took place regarding the present standing of the Teachers' Retirement Fund. A letter from Head Office was read dealing with the building of teacherages under the *National Housing Act*. School boards may enter into an agreement with the Central Mortgage and Housing Corporation in order to provide more suitable residences for teachers.

B. Spaner, chairman of the salary negotiating committee, reported on the recent zone meeting.

Mrs. M. Harris, convention representative, reported on the meeting held on April 2. The general themes of the 1955 fall convention will be promotion policies and improvement in reading. The Stony Plain section will be responsible for the unit in Grades I, II, and III. Mrs. Harris was re-elected convention president.

It was decided that the sublocals should send in to the next local meeting their nominations for delegates to the Banff workshop.

May, 1955



"... Slowly, silently, cautiously, the white settlers closed in on the Indian settlement..."

The final meeting will be in the form of a dinner meeting on May 28.

Taber-Barnwell Sublocal

The sublocal has repeated an enterprise started in 1954. The Varieties of 1955, under the direction of Mrs. Marie Bradshaw, was presented at a matinee and evening performance on March 17 and again on the evening of March 18. According to the most recent report, gross receipts were \$1188.46. The presentation was staged in the Taber Civic Centre, to which the net proceeds will be given, after payment is made for the town directory. The material for the directory was collected by the members of the staff and it will be given free to all who request a copy. This has been the public relations project of this sublocal.

Taber Local

Members of the local met in the visual-aids room of the Taber High School on the afternoon of April 2 to discuss the

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salary negotiation situation in the division. The meeting approved of the proposed schedule and expressed approval of the manner in which the committee has conducted the negotiations thus far. The members were divided into small groups during the meeting so that a better cross-section of opinion could be obtained.

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Why Study Philosophy?

(Continued from Page 6)

investigation. There are two points worth noting here. If the question is amenable to the scientific method, the philosopher leaves it to the scientist. Again, no kind of answer that depends on something other than logical reasoning is permitted. The philosopher must not have recourse, for instance, to the notion of the supernatural. That would be going out of bounds, into the realm of theology. It is true, of course, that philosophers have often pulled in the idea of the supernatural but they had to try to show that it was based on sound logic; and the attempt usually got them into trouble. Even more often, perhaps, theologians have claimed that their theology could be maintained by logical reasoning. But they did so at their peril, the peril of having their logic taken apart by the philosophers.

Questions of perennial interest

Summing up, I would say that philosophy draws attention to certain questions which are of perennial interest to human beings but which science must leave out of its reckoning because they do not lend themselves to treatment by its method. We may begin with obvious and new-looking questions such as: how should the findings of science be used? or, ought we to devote time, talent and money to kinds of research which can be used to destroy humanity? Very soon, however, we find ourselves facing the

old, old issues: mind and matter, freedom and determinism, truth and error, good and evil, duty and happiness. We do not get rid of them, in the manner of some recent philosophical radicals, by deciding that the questions they raise are not real questions at all. Philosophy invites us to seek an answer to these questions, starting with that simple logical reasoning we call common sense and following its lead as far as it will take us. It will take us over many and curious paths, already well travelled by the philosophers but new to us, on into the twilight regions of the mind, where all is shadowy and uncertain, until at last the deepening darkness makes us give up and turn back. But we come back changed, not in the sense of being furnished with pat answers to the questions that started us on the journey but in the sense of finding ourselves possessed by a new spirit and outlook, an intellectual humility in face of the complexities and mysteries of life, a keen sense for weaknesses and fallacies in reasoning, and a distrust of dogmatism and intellectual arrogance in ourselves and others. All this it will do if we set out in the right frame of mind, with genuine curiosity, willing to enter into the spirit of the great game and perhaps to see long cherished beliefs brought into question, old certainties badly shaken. We may set out in the wrong frame of mind, smugly satisfied that we

know all we need to know, with only a casual, perfunctory interest in whatever is new and strange. Like those travellers who, when they go to a foreign country, seek out their compatriots and confine their contacts to that familiar and comfortable circle, we shall get little out of the journey, not enough to repay us for the trouble of making it.

Who Should Teach What?

(Continued from Page 9)

and re-organize subject matter to clarify these great truths. I do not believe that poorly qualified teachers can use material in this way. They accept it as if it carried final answers, end solutions and not merely suggestions. What should I teach? Not something given me by any other person but that which I, personally, have selected and organized to illustrate and clarify the great truths of history, science and other subjects. The school is my social laboratory. I am the experimenter. Subject matter, activities, ideas, problems, growth—with these as a teacher I live. What should I teach? This I must discover slowly, year by year, as I practise my profession.

Who should teach what? If the answers I have given are correct, Canada cannot have the right teachers teaching the correct 'what' until she spends more money on teacher education and teacher training.

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Why Study Psychology?

(Continued from Page 19)

Africans. This job is complete; the test has been standardized; it has been demonstrated to be a valid test of the potentialities for employment of primitive African tribesmen.

South Africa is facing a stormy period. No small part will be played in its industrial and social development by psychologists who have carried out these important studies. The eyes of the world are upon South Africa, but few people realize that Canada may face precisely the same problems. I wonder how clever we shall be in meeting the problems South Africa now faces, when we begin to use Indians and Eskimos as a labour force in the Northwest Territories.

Part of the answer will depend on the extent to which thoughtful people will look forward in order to anticipate these problems, and perhaps also on how many of them are aware of the contributions various sciences, including psychology, can make to the solutions. Psychology's contributions will not be merely the professional services of testers and counsellors. Psychology is a field of research as well as a type of professional service, and a thoughtful and inquiring citizen, who seeks to be informed on matters of industrial development, social policy, and legislation in these fields, will find a great deal of challenging material in some of its discoveries.

There are, therefore, as many reasons for studying psychology as there are kinds of people who want to study. A few will be attracted by the concepts and theories of an unfamiliar science. Many people, including most university students, seek skills and knowledge which will be useful in the world of work. But one of the most significant reasons is the value it has for a thoughtful citizen who is investigating social policy and government action in a changing world. For whatever reason it is studied, a searcher will find psychology a pleasant as well as a profitable field to explore.

Annual Report of the President

(Continued from Page 15)

trend. Here, the school board is financially subordinate to the provincial Department of Education. It is this trend that your Executive Council is so concerned about. We don't like to seem unappreciative, but we have a fear of control in the hands of authorities other than the school boards. We feel that local autonomy is very important if the educational system in each individual school district or division is going to be a live thing.

We sincerely hope the government will change the method of this grant without changing the amount. This is critical of a substantial increase in provincial assistance to education, and we would not be critical unless we felt that it was our responsibility to the public so to be.

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Your Fall Convention

(Continued from Page 10)

Head Office of the Alberta Teachers' Association should also be supplied with copies of your program. The September issue of *The ATA Magazine* is the one carrying all convention information. Pictures of your convention president and secretary, list of locals attending, and other information should be submitted by the end of July for publication in this issue.

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Executive Meetings

The pre-AGM meeting of the Executive Council was held Friday and Saturday, April 8 and 9, to consider resolutions and reports to the Annual General Meeting of councillors. Particular consideration was given to recent adverse legislation, and to the actuary's recommendations about the pension fund and the regulations of the fund.

President Frank J. Edwards, of Edmonton, thanked the retiring executive members, Lars Olson, of Holden, and Michael Skuba, of Smoky Lake, for their work, on behalf of the teachers, as members of the Executive Council of the Association.

The post-AGM meeting was held on April 14, to appoint ATA committees and our representatives on departmental and other education committees. The president, G. S. Lakie, of Lethbridge, welcomed four new members to the Executive Council, Nicholas J. Andruski, of Athabasca, W. E. Kostash, of Edmonton, Richard F. Staples, of Westlock, and Leonard Workman, of Kathryn.

Annual General Meeting, April 11, 12, and 13, 1955

The councillors reviewed the adverse and/or regressive education legislation of the past several years, with special attention to: (1) the 1955 amendment to *The School Act* (section 331a), compelling teachers to remain in the employ of a board during the time of a strike, and (2) the tax reduction subsidy form of grant, which would 'freeze' all education services in Alberta at the 1954 level, and especially salaries.

The Minister of Education assured the Annual General Meeting that the 1955 tax reduction subsidy regulations were meant to apply for 1955 only, and that any division or district receiving a tax reduction subsidy grant, of say, \$50,000, in 1955, would be eligible for the same amount of tax reduction subsidy grant in 1956, regardless of the mill rate. There was some consolation in this statement. The tax reduction subsidy instead of being a 'permanent freeze', as originally feared, will be only a 'temporary freeze'. It should not be overlooked, however, that the effect, to date, of the tax reduction subsidy has been to make salary negotiations very difficult, because many school boards, to be eligible for this subsidy, have asked teachers to forego salary increases this year, in spite of the fact that the grant increases this year per

teacher and per pupil average a total of \$240. Without exception, there should be plenty of money for worthwhile increases in salary schedules in 1955-56 in every district and every division in Alberta.

There was some talk among the AGM councillors about a resolution listing all the legislation considered inimical to the welfare of education and the Alberta Teachers' Association, from *The County Act* to the 'freezing' of teachers to their jobs during a strike, and what should be done about it. Some thought resolutions should be presented to the Annual General Meeting: (1) expressing the dissatisfaction of the teachers with recent legislation, (2) stating that politics and political expedience in education are not good for education and should be kept out of education, and (3) stating that what the schools in Alberta need more than anything else is responsible government in education. From the discussions I heard, it seemed that, because the thinking of the councillors about these things had not yet crystallized, this Annual General Meeting was considered a bit premature for such resolutions.

Laurence E. Coward, our actuary, made several recommendations about pensions. The Annual General Meeting adopted his recommendation about estreatments and referred to the Executive Council his recommendations about forfeitures, refunds, and benefits after leaving teaching. His report and his answers to numerous questions from the floor gave the councillors an understanding of pension problems and of several alternative solutions.

Dr. M. E. LaZerte, a past president and an honorary member of the Alberta Teachers' Association, gave the address at the banquet on "Fifty Years of Education in Alberta". This address will be published in the jubilee issue of *The ATA Magazine*.

Scholarships and Financial Assistance for Study

The Annual General Meeting approved the recommendations of the Executive Council to grant eleven scholarships annually, of \$500 each, a total of \$5,500, and to set up a revolving loan fund for teachers, starting with \$5,000 this year. Full details about scholarships and loans will be made available to teachers as soon as the necessary regulations have been approved by the Executive Council.

By now, it is obvious that, if teaching standards are going to be raised, the Association will have to do the raising, and can count on help only from the Home and School Association and individual school boards and trustees.

The ATA scholarships and the loan fund should convince teachers, the public, and the legislature that the Alberta Teachers' Association does believe in high professional standards for teachers and is doing its part in the raising of standards.

Every councillor seemed to realize the importance of this Annual General Meeting. The discussions and debates were relevant and the decisions of the councillors were sound and practical. However, I always

receive some criticism that a few councillors from a few locals talk too much. I think it is only fair to all the councillors to point out that the remedy for too much talking is in the hands of the councillors themselves.

This year there was no time to consider amendments to policy resolutions.

In the June Diary, I have been asked to deal with teachers' contracts under application for position, acceptance of offer of engagement, resignations, dismissals, transfers, and, in addition, application for pension or refund.

Erick Ansley

Group Insurance Notice

All teachers insured under the Alberta Teachers' Group Insurance Plan should check the following carefully.

- (1) Claims should be submitted within ninety days following the termination of the period for which benefits are claimed. Hospital, doctor bills and other bills incurred should be submitted with the claim form.
- (2) Insurance will lapse if premiums are more than sixty days in arrears.
- (3) Teachers who move from one district to another must:
 - (a) If the new district is a qualified sub-group—
Notify head office of the Alberta Teachers' Association of intention to move and request a new payroll deduction card. This must be completed and returned to head office of the Alberta Teachers' Association.
 - (b) If the new district is not a qualified sub-group—
Notify head office of the Alberta Teachers' Association of your intention to pay premiums personally in advance either half-yearly or yearly.
- (4) If you wish to terminate your insurance notify head office of the Alberta Teachers' Association.
- (5) You may continue to carry your insurance on leave-of-absence if you arrange to pay premiums in advance either half-yearly or yearly.